University of Mary Washington
College of Graduate and Professional Studies

Academic Catalog
2008-2009

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Academic Catalog 2008-2009

University of Mary Washington

College of Graduate & Professional Studies

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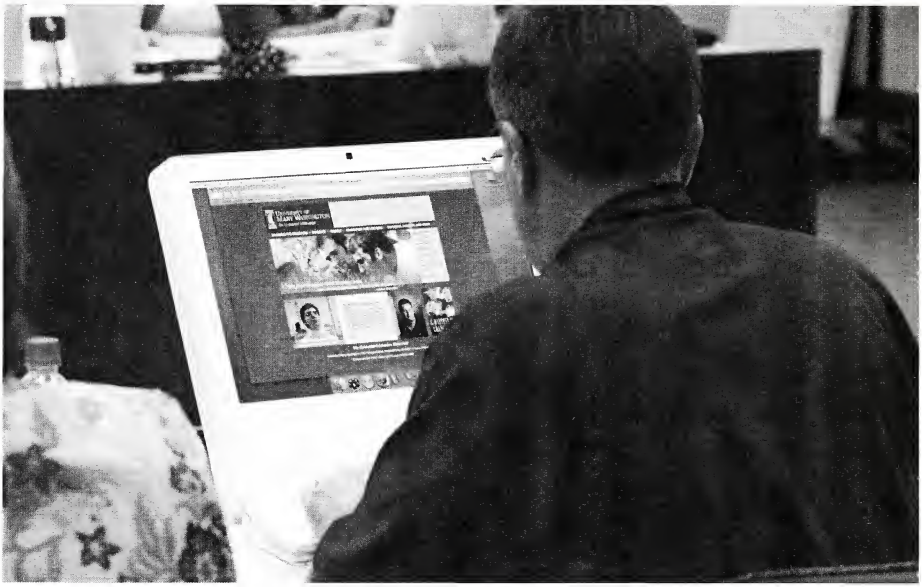


CONTENTS

Individuals should consult the online catalog at www.umw.edu/publications/catalog_gp_0809 or their academic program director, faculty advisor, or the Office of Advising Services for the most current information.

Introduction 5
- University of Mary Washington 5
- University Mission Statement 6
- History and Development of the University 7
- Community Values 8
- Honor System 9
- The Campuses 9
- Statement of Nondiscrimination 10

Admission and Enrollment 11
Tuition, Fees, and Financial Aid 19
Academic Resources 23
Academic Rules and Regulations 27
Academic Honors 47
Academic Programs 51
- Bachelor of Professional Studies 51
- Master of Business Administration 60
- Certificates in Business and Information Science 71
- Master of Science in Management Information Systems 77
- MBA-MSMIS Dual Degree 83
- Master of Education 87
- Certificates in Education and Teacher License Renewal Courses 110

Center for Professional Development 117
Hosted Programs 119
Rappahannock Region Small Business Development Center 120
Course Descriptions 121
Academic Calendar 170
Directory 175
- Board of Visitors 175
- University Administration 176
- College Administration 180
- Faculty 182
- Emeriti 198

Quick Reference Numbers 205
Index 206

Unless otherwise noted, all information contained in this catalog pertains to both undergraduate and graduate studies.

INTRODUCTION

The University of Mary Washington publishes two academic catalogs, one for the College of Arts and Sciences, and one for the College of Graduate and Professional Studies. These catalogs include official announcements of academic programs and major policies. Detailed policies of admission, financial aid, student life, and academic affairs are published annually in separate documents, which may be obtained from the administrative offices responsible for those areas. Students are responsible for knowing the policies of the University of Mary Washington.

Although the listing of courses in this catalog indicates the content and scope of the curriculum, changes do occur, and the actual offerings may differ from those indicated in preliminary announcements. Because programs and policies change from time to time according to procedures established by the faculty and administration of the University, statements in this catalog do not constitute an actual or implied contract between the student and the University.

The University of Mary Washington is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and master's degrees.

UNIVERSITY OF MARY WASHINGTON

Chartered on March 14, 1908 and originally established as a State Normal and Industrial School for Women, the institution has evolved into a state-assisted, co-educational university consisting of two colleges. One is located on the original campus in Fredericksburg, Virginia, and is a predominantly undergraduate residential college of the liberal arts and sciences recognized as offering one of America's outstanding programs of liberal learning. The second is the College of Graduate and Professional Studies. Opened in 1999 on a new campus in nearby Stafford county, this non-residential and primarily graduate college is designed to support lifelong learning, professional advancement, and regional economic development by providing programs tailored to the needs of adult learners, professionals, and members of the business community. In addition to offering separate degree programs tailored to meet the needs of their primary student populations, the two colleges are involved in developing new collaborative programs designed to bring the faculty and students of the two campuses together in exciting and innovative academic programs.

Throughout these changes in the University's mission and structure, one

characteristic has been constant: the commitment to academic excellence. The institution continues to be recognized as one of the nation's best small universities by such authoritative publications as *U.S. News and World Report, Barron's Profiles of American Colleges, The Fiske Guide to Colleges,* and *The Princeton Review.*

Several factors contribute to the institution's excellence. Foremost among these are the expertise and commitment of the faculty. Members of the faculty are energetically engaged in productive research and scholarship, which lead to the advancement of their particular disciplines. At the same time, however, it is **teaching** that is their primary goal and purpose.

Teaching effectiveness is enhanced by the small size of most classes, which encourages personal interaction between faculty and students. Moreover, faculty devote much attention to students' concerns beyond the classroom, working closely with them on matters of academic, career, and personal development.

Every institution of higher learning accredited by the Southern Association of Colleges and Schools possesses a brief, formal statement of institutional purpose. This statement defines the mission and role of the institution. It also provides a clear sense of overarching direction and a benchmark against which institutional effectiveness may be gauged. The official mission statement of the University, adopted by its governing Rector and Board of Visitors and approved by the State Council of Higher Education for Virginia (SCHEV), is as follows:

UNIVERSITY OF MARY WASHINGTON MISSION STATEMENT

The University of Mary Washington is committed to being a premier public institution of higher education, cultivating an environment of academic excellence, fostering lifelong learning, pursuing knowledge, and providing service to its constituent communities. The University provides the framework within which multiple colleges, schools, and affiliated organizations can accomplish their distinctive purposes. The University will be responsive to the changing needs of the student populations and the communities in which it thrives. All members of the University community – students, faculty, and staff – are expected to participate in service to the institution and encouraged to engage in service to the larger community and to society.

The University's undergraduate, residential college of arts and sciences, Mary Washington College on the Fredericksburg campus, emphasizes excellence in liberal learning through freedom of inquiry, personal responsibility, and intellectual integrity. Instructional and experiential programs provide students a strong general education, an understanding of their responsibilities as citizens in the broader, diverse community,

and the skills necessary for creative and productive lives. To achieve these goals the College requires its undergraduates to pursue broad studies in the arts, the humanities, and the sciences as a necessary supplement to a concentration in a particular field. The College regards the provision of high-quality instruction as its most important function. Through an active and professionally engaged faculty, the College supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.

The University's College of Graduate and Professional Studies on the Stafford campus supports lifelong learning, professional advancement, and regional economic development by providing accessible, quality education tailored to the needs of adult learners, professionals, and members of the business community. The College values integrity, open-mindedness, and fairness and has excellence in teaching as its highest priority. The faculty actively participate in the applied, intellectual, and scholarly developments of their academic disciplines and emphasize the integration of theory and practice in the classroom.

HISTORY AND DEVELOPMENT OF THE UNIVERSITY

The institution was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg. The name was changed in 1924 to the State Teachers College at Fredericksburg, and again in 1938 to Mary Washington College, having transformed over the years to Virginia's public liberal arts college for women. Then in 1944, Mary Washington College became affiliated with the University of Virginia as its women's undergraduate arts and sciences division. In 1970 the entire University became coeducational and in 1972, by action of the General Assembly of Virginia, the College became an independent, state-supported institution for women and men, with its own governing board. On July 1, 2004, the General Assembly named the institution University of Mary Washington. The University Mission Statement, adopted on July 17, 2004 by the Rector and Visitors of the University of Mary Washington, identifies Mary Washington College on the Fredericksburg campus as the University's undergraduate, residential college of arts and sciences and the College of Graduate and Professional Studies on the Stafford campus as the University's non-residential and primarily graduate college.

Through an emphasis on quality, the University attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately 25 percent of its on-campus resident students are from other states and foreign countries, with the largest population coming from Southern, Middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond "urban corridor," the University of Mary Washington serves the educational needs of

both full-time and part-time commuting students.

To meet the diverse academic goals sought by students in today's society, the College of Arts and Sciences is organized into academic departments of one or more disciplines and offers more than 30 undergraduate programs in the liberal arts and sciences. Four degrees are awarded at the Fredericksburg campus: Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, and Master of Science in Elementary Education. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the College's educational philosophy, and commitment to this concept will continue.

In 1999, responding to accelerating demographic changes that increased the demand for educational services within the region, the University opened the Center for Graduate and Professional Studies (later called James Monroe Center), located at a new campus in nearby Stafford County. In 2004, this became the University's College of Graduate and Professional Studies. With its own distinctive mission, this College offers programs appropriate to the region's economic development needs and provides educational opportunities for the personal lifelong learning and professional advancement objectives of the citizens of the region. Degrees awarded by the College of Graduate and Professional Studies are as follows: Bachelor of Professional Studies, Master of Education, Master of Business Administration, Master of Science in Management Information Systems, and MBA-MSMIS Dual Degree.

As the University evaluates its offerings, it will build upon its high-quality programs and propose curricular additions and adjustments specifically designed to meet new and increased demands.

COMMUNITY VALUES

Several elements contribute significantly to the fulfillment of the University's mission. One is the encouragement of, and respect for, individual and cultural diversity. The University also insists upon an atmosphere of civility and tolerance consistent with the ideals of a community of scholars. Toward that end, the University embraces a statement of community values and expectations concerning the behavior of its members. This statement declares that the

> *University of Mary Washington is an academic community dedicated to the highest standards of scholarship, personal integrity, responsible conduct, and respect for the individual. We hold among our foremost common values:*
>
> - *the importance of personal integrity as reflected in adherence to the Honor Code*
> - *the right of every individual to be treated with dignity and respect at all times*
> - *the acceptance of and respect for diversity in our community and*

adherence to the University's Statement of Nondiscrimination, and
- *the freedom of intellectual inquiry in the pursuit of truth.*

As members of the University community, we refuse to tolerate behavior that in any way compromises or threatens these values.

THE HONOR SYSTEM

Another element basic to the University's mission is adherence to the Honor System, which constitutes one of the distinctive features of student life at the institution. This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge required on quizzes, examinations, and other course work means that the work which the student submits is the student's own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements of the Honor Code. In the case of an alleged violation, an Honor hearing is conducted by an elected Honor Council, with the verdict determined by a randomly selected jury of students. In case of a conviction, the student may receive punishment ranging from community service to permanent dismissal from the University, and the sanction will be noted on the student's permanent academic transcript. All students and faculty should understand that by joining the University of Mary Washington community they commit themselves to living by and upholding the Honor System.

THE CAMPUSES

The learning environment of the University of Mary Washington is further enhanced by the very location and physical characteristics of each campus. The University is named for the mother of George Washington, who lived most of her life in Fredericksburg and is buried near the College of Arts and Sciences. Fredericksburg is a place of extraordinary historical significance in both the Revolutionary and Civil War eras. Indeed, the original campus is located on Marye's Heights, a Confederate artillery position in the 1862 Battle of Fredericksburg, and major historic sites abound throughout the area.

The spacious Fredericksburg campus, located in an established residential neighborhood, is exceptionally attractive. Both academic and residential buildings, consistent in their neoclassical, Jeffersonian style of architecture, are interspersed along a wide brick Campus Walk that extends for over a half-mile from one end of campus to the other. With vehicular traffic and parking confined to the edges of campus, the grounds offer extensive park-like spaces including substantial stretches of lawn and large wooded areas.

The College of Graduate and Professional Studies is located on the Stafford campus, approximately seven miles north of the Fredericksburg campus. The grounds include 48 acres surrounded by trees in the heart of

one of the region's rapidly developing business, technology, and residential corridors. The campus location, parking, and modern architectural design have been carefully tailored to maximize convenience and educational quality for working adult commuting students, while remaining faithful to the high aesthetic standards of the University.

Two historic sites are also owned and administered by the University of Mary Washington: Belmont, the home of famed impressionist artist Gari Melchers, and the James Monroe Museum and Memorial Library, located on the site of James Monroe's Fredericksburg law office. Overlooking the Rappahannock River, Belmont is a carefully restored 18th-century house and early 20th-century artist's studio, which now serves as a gallery of Melchers' work. The James Monroe Museum exhibits the life and times of America's fifth president and houses artifacts, an archive, and a presidential library. Working in conjunction with the University's Department of Historic Preservation, the Museum promotes education in museum practice, research, public history, and collections management.

Whatever degree program students may choose – and whether they reside on campus or commute – the aim of the University of Mary Washington is not merely to insure that its students are well-trained in a discipline and well-prepared for productive employment. The basic goal of the University is much broader and ultimately more important: to insure the development of those skills of writing, speaking, and critical thinking that make possible a lifetime of creativity and intellectual development.

The University of Mary Washington, through its rich history, educational philosophy, and exceptional environment for learning, offers today's students a superior opportunity for obtaining an education based upon honesty, freedom of inquiry, personal responsibility, and intellectual integrity that will provide the foundation for meeting the challenges and attaining the promises of the 21st century.

STATEMENT OF NONDISCRIMINATION

The University of Mary Washington subscribes to the principles of equal opportunity and affirmative action. The University does not discriminate on the basis of race, color, religion, disability, national origin, political affiliation, marital status, sexual orientation, sex, or age in recruiting, admitting, and enrolling students or in hiring and promoting faculty and staff members. The University will not recognize or condone student, faculty, or staff organizations that discriminate in selecting members. Complaints of discrimination or questions should be directed to the AAEEO Officer of the University.

ADMISSION AND ENROLLMENT

OFFICE OF ADMISSIONS FOR ADULT PROGRAMS

The Office of Admissions for Adult Programs is the primary point of contact for prospective College of Graduate and Professional Studies students interested in all academic programs offered on the Stafford campus. Prospective students should contact the admissions office to schedule individual interviews, attend information sessions, or request application materials. New students and students seeking readmission after an absence of three or more consecutive semesters must apply through the admissions office. The admissions office provides services that include:

- Information and application materials for degree and certificate programs;
- Monthly information sessions;
- One-on-one preadmission counseling;
- Review of applications; and
- Ongoing communication with prospective students throughout the admissions process.

OFFICE OF THE REGISTRAR

Students may refer to the University's *Guide to Registration* for information related to enrollment. They are also encouraged to review registration details online at www.umw.edu/registrar for the most up-to-date enrollment information.

ENROLLMENT POLICIES AND PROCEDURES

Add

Students may add courses during the official add period after the initial registration period. The official course-add period is published for fall, spring, and summer in the *Guide to Registration.*

Audit

Students may attend a course but receive no academic credit by completing the audit registration process and paying the appropriate fees.

Auditing of courses is permitted in nonrestricted courses on a space-available basis. Audit registration procedures, dates, and costs are available in the Office of Advising Services.

Drop

Students may drop courses before classes begin without financial or academic penalty. However, once classes begin, students may withdraw from courses based on the calendar included in the *Guide to Registration*. The amount of refund, if any, is based on the refund schedules published in the *Guide to Registration*. Nonattendance in a course does not constitute a course drop; a course drop is official only if the student has completed the course drop process through the Office of the Registrar.

Courses cannot be dropped after the published deadlines unless a student withdraws completely from the semester or session. Courses that are taught in short time frames or that have either beginning or ending dates different from the beginning or ending dates of the regular full academic semester or session will have published drop/withdrawal guidelines specific to the dates of the course.

Students who drop all courses in which they are registered must withdraw from the University. ***Information on Voluntary Withdrawal is available in this section.***

Instructor-Initiated Drop

Instructors have the authority but are not required to initiate a drop for students during the first week of classes if the student does not attend:

- the **first and second** meetings of a class that meets three times per week.
- the **first and second** meetings of a class that meets two times per week.
- the **first** meeting of a class that meets once each week.

Load

Student load definitions, as determined by the U.S. Department of Education and the U.S. Department of Veterans Affairs, are:

Undergraduate

full time	12 or more credits
part time	fewer than 12 credits
3/4 time	9 to 11 credits
1/2 time	6 to 8 credits
less than 1/2 time	1 to 5 credits

Graduate

full time ..... 9 or more credits
part time ..... fewer than 9 credits
3/4 time ..... 6 credits
more than 1/4 but less than 1/2 time ..... 3 credits

Overload (Undergraduate)

Students with a cumulative 3.0 grade-point average (GPA) or with a 3.0 GPA for the most recent semester or session may register for up to 18 credits. To register for more than 18 credits, permission must be obtained—by signature—from an academic advisor in the Office of Advising Services. Students who have less than a cumulative 3.0 GPA or less than a 3.0 GPA for the most recent semester or session and who want to register for more than 18 credits must submit a written request, with justification for the overload, to the associate dean of advising services. If the overload is approved, the associate dean of advising services will grant the permission in writing, which will include the number of credits approved.

The Office of Advising Services may grant permission for an overload to students who present evidence of strong academic achievement at their prior institutions. Degree-seeking and certificate students who are on academic probation will not be allowed to enroll in more than 16 credits for the semester or session.

Nondegree students may not register for more than 11 credits in any single semester or session without permission of the Office of Advising Services.

Repeating Courses (Undergraduate)

Students may repeat a course to improve a grade of C- or lower, with permission of the associate dean of advising services. Although both the initial grade and the new grade will appear on the permanent record, the new grade in the repeated course is the grade that determines the student's GPA and the amount of credit earned for the course. Students may not repeat a course that is prerequisite or introductory to a previously completed course. A repeated course must always be taken for graded credit and not on a pass/fail basis. No course may be repeated more than once.

Only courses repeated at the University can improve a student's GPA. Courses taken and passed with grades of C or higher at other institutions to make up credits for a failed University course will be recorded as transfer credit, but the permanent academic record will include the quality points from the failed University course. All transfer courses must receive preapproval from the Office of Advising Services.

For information concerning repeat of graduate credit, students must consult the appropriate program director, program handbook, or the Office of Advising Services.

Requests for Graduate Courses

An undergraduate student at the University of Mary Washington with 18 or fewer credits of course work remaining for degree completion may take up to six credits of graduate course work beyond the undergraduate degree requirements on a space-available basis. Such graduate credit may be counted toward a master's degree at the University, but will not be used to fulfill undergraduate degree requirements. The student must have a minimum 3.0 cumulative grade-point average and must meet all applicable foundation and prerequisite course requirements. The student is required to obtain permission from his/her academic advisor, the program director, and the associate vice president for academic affairs. The registrar and student will be notified of this approval.

If there are financial aid considerations, the student is encouraged to review all policies related to taking graduate courses prior to completion of the undergraduate program.

Students in accelerated degree programs should consult information on Accelerated Degree Programs in the Academic Rules and Regulations section.

Section Change

Students may officially change sections of a course during the add period (usually the initial week of the course) by dropping one section and adding the new section of the course in accordance with Office of the Registrar procedures. Attending the new section and not attending the old section does not constitute an official change of section. Section changes are official only if the student has completed the course change process. The official last day to change sections is published in the *Guide to Registration.*

Withdrawal, Administrative

The administrative withdrawal of a student from a given semester or session is an action required as a result of either a disciplinary or Honor violation, or improper course enrollment as deemed by the University administration, and is not a voluntary action taken by the student. Such withdrawals may be noted on the student's permanent record, including whether the student is eligible to return to study.

Withdrawal, Voluntary

Regardless of the date, students who wish to drop all of their courses are voluntarily withdrawing from study for that semester or session. Such withdrawals must be completed by the last day of class for the semester or session. If students have received grades in a completed course, within the semester or term, they are not eligible to withdraw. In this case, students may drop courses registered for in the upcoming or current session; however, these students are subject to drop policies for the courses, and grades received

for courses in completed sessions will be recorded as part of the student's permanent academic record.

Students must complete a withdrawal form and obtain the required approvals. Students are fully responsible for all outstanding charges on their account, and will not be permitted to return to the University or register for courses until their account is cleared. An undergraduate degree-seeking student who withdraws may return to study within three semesters/sessions, without applying for readmission to the University, if the student's cumulative grade-point average is 2.0 or higher, the student's account is in good standing, and all other obligations to the University have been met. A graduate student who withdraws may return to study within three semesters/sessions, without applying for readmission to the University, if the student's cumulative grade-point average is 3.0 or higher, the student's account is in good standing, and all other obligations to the University have been met. If a student remains withdrawn for more than three semesters/sessions, the student must apply for readmission. ***Information on Readmission is available in the Academic Rules and Regulations section.*** Any refunds due at the time of withdrawal are based on the refund schedule for the period published in the *Guide to Registration*. Such withdrawals are noted on the student's permanent record.

DEFINITIONS RELATED TO ENROLLMENT AND REGISTRATION

Corequisite and Prerequisite Courses

Corequisite courses are two or more courses that must be completed concurrently.

A course that is required to be completed before enrollment in another course is considered a prerequisite course. Prerequisite courses must be taken in the appropriate sequence to count toward graduation. No student may enroll in a course with prerequisites unless the prerequisite courses have been successfully completed, or waived by the program director. The appropriate program director, in consultation with the Office of Advising Services, will resolve prerequisite rule violations.

Course Numbering

The course number is a four-letter discipline code plus a three-digit number delineating the course level. Courses numbered below the 100 level do not carry credit that may be applied to a degree. Lower level undergraduate courses are numbered in the 100s and 200s and are typically introductory courses requiring little or no prior study in the field. Upper level undergraduate courses are numbered in 300s and 400s and require some previous course work in the field or a level of competence in the subject. Courses offered at the 500 level are advanced undergraduate- or graduate-level courses. Courses that are numbered in the 800s and 900s are nondegree

professional development courses either at the pre- or post-baccalaureate level. These courses cannot be used toward the completion of degree programs at the College of Graduate and Professional Studies.

Directed Study

Degree or certificate students may undertake a directed study for academic credit to investigate a topic that is not covered by course offerings. Permission for a directed study project is granted by the program director of each area of study, if there is an appropriate faculty member available to guide the student's work. Students register for directed study projects with the Office of the Registrar by completing a directed study form signed by the supervising faculty member and the program director. Nondegree-seeking students may not enroll in directed study.

Schedule of Courses

The Office of the Registrar maintains the official listing of courses offered each fall, spring, and summer on its website. All University courses adhere to the Southern Association of Colleges and Schools' accreditation guidelines and provide contact hours commensurate with the credits earned.

Semester Credit

A semester credit is the University's recognized unit of instructional contact between faculty and students. A 3-credit course meets for 35 contact or clock hours. Courses in the BPS, MBA, MSMIS, and MBA-MSMIS programs are generally offered in blended formats, with online and face-to-face instruction representing these contact hours. In addition, a number of classes meet the contact hours in an entirely online format.

STUDENT RECORDS

Confidentiality of Student Records

All student records maintained by University academic and administrative offices are confidential. Only such information that is necessary for appropriate business and academic procedures is maintained in the official student record. University officials may access student records for the purpose of conducting student business.

Directory Information

The University may release "Directory Information" as defined by the University under the authority of the Family Educational Rights and Privacy Act (FERPA), unless the student informs the University's Office of the Registrar that all or part of such information should not be released without the student's prior consent. Directory Information includes a student's addresses (home, mailing, email), telephone numbers, class level, previous institution(s) attended, major fields of study, awards, honors (including

Dean's List and President's List), degree(s) conferred (including dates), dates of attendance, past and present participation in officially recognized sports and activities, and physical factors (e.g., height and weight of athletes). A request to withhold Directory Information must be received in writing on an annual basis by the Office of the Registrar. A form is available for this purpose from the Office of the Registrar. If this form is not received in the Office of the Registrar by May 1 preceding the academic year, selected Directory Information will appear in the University's telephone directory due to press deadlines. Note that "name" is not considered Directory Information and will appear in the telephone directory, along with the designation "Unlisted."

Counseling and Psychological Services (CAPS) records, as well as medical records, are not included in the category of information open to inspection; however, such records may be personally reviewed by a physician or other appropriate professional of the student's choice.

Confidential records maintained by the director of disability services are open to inspection with limitations. Students may request a copy of disability documentation that is generated by the office, but may not request access to the director's personal notes, to test protocols, or to information released by private practitioners or by other agencies. Disclosure related to the student's disability is released neither to any faculty member nor to another University office without the student's permission. With the student's written permission, disability documentation generated by the Office of Disability Services may be released to any specified persons and agencies.

Custodians of educational records are not required to give access to financial records of parents or any information contained therein, nor are they required to give access to confidential letters and statements of recommendation that were placed in the educational records prior to January 1, 1975, or to which the student has waived the right of access.

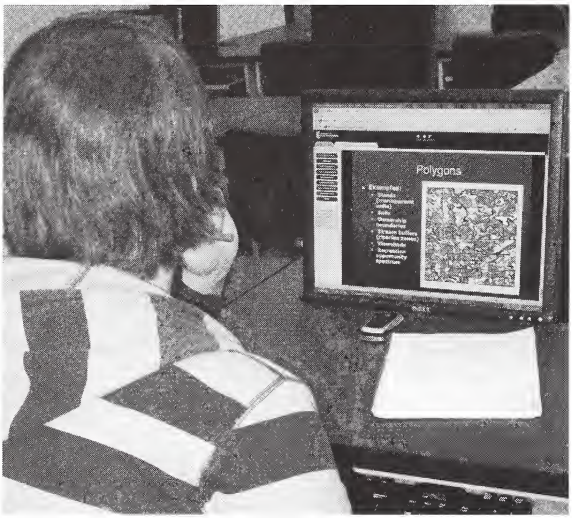
Directory Information may not be provided to any individual, company or entity for commercial purposes unless the release of this information is specifically authorized by the student or approved in writing by the Office of the President.

Permanent Record

The permanent record consists of the documents that are maintained for each student that must be kept in perpetuity either in hard copy or electronically. Examples include admission applications, any exception granted by the University, and records of disciplinary action. Letters of recommendation are excluded for undergraduate students but included in the records of graduate students. Students may view their permanent record, in accordance with the Family Educational Rights and Privacy Act of 1974, by contacting the Office of the Registrar.

Verification of Enrollment

Verification of enrollment for a specified time period can be obtained from the Office of the Registrar by submitting a written request authorizing the release of the verification.



TUITION, FEES, AND FINANCIAL AID

For current tuition and fees, students should consult the Office of Student Accounts webpage at www.umw.edu/studentaccounts.

IN-STATE TUITION ELIGIBILITY

The Code of Virginia, Section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the period of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state simply to attend school does not constitute legal domicile. Certain exceptions are made for military personnel and nonmilitary spouses who are employed full time. Detailed questions about domiciliary status are part of each application for admission.

Questions about residency status should be directed to the Office of Student Accounts at (540) 654-1250.

PAYMENT POLICY

Students should refer to the appropriate *Guide to Registration* or the Office of Student Accounts web page at www.umw.edu/studentaccounts for payment of tuition and fees deadlines. Checks, money orders, and credit cards (MasterCard and American Express) are acceptable for tuition payments. Students whose tuition and fees are being paid in full or in part by an employer must include a completed and signed billing authorization with the course registration form. Students may contact the Office of Student Accounts at (540) 286-8058 for information concerning deferred payment plans.

REFUND SCHEDULE

Degree, nondegree, and certificate students are entitled to refunds based on the current policies established by the Office of Student Accounts and published in the *Guide to Registration* and on the Office of Student Accounts webpage at www.umw.edu/studentaccounts.

SENIOR CITIZEN FEES

A legal resident of Virginia 60 years of age or older shall be permitted, under regulations prescribed by the State Council of Higher Education for Virginia (SCHEV), (1) to register for and enroll free of charge in courses as a full-time or part-time student for academic credit if such citizen has a taxable income not exceeding $15,000 for federal income tax purposes for the year preceding the year in which the enrollment is sought; (2) to register for and audit courses offered for academic credit; and (3) to register for and enroll in noncredit courses in any state institution of higher education in this Commonwealth on a space-available basis.

Such senior citizens shall pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers. SCHEV shall establish procedures to ensure that tuition-paying students are accommodated in courses before senior citizens participating in this program are enrolled. However, the state institutions of higher education may make individual exceptions to these procedures when the senior citizen has completed 75 percent of the requirements for a degree.

A legal resident of Virginia 60 years of age or older with federal taxable income exceeding $15,000 may audit credit courses or enroll in noncredit courses without paying general University tuition and fees, but must pay general University tuition and fees to take courses for credit. An application fee will be charged to an applicant whose taxable income exceeds $15,000. Additional information is available through the Office of the Registrar at (540) 654-1063.

As established by the institution, certain contracted technology courses and programs are exempt from this policy.

VETERANS BENEFITS

Students who have questions about Veterans Affairs (VA) benefits prior to admission should address inquiries to the Veterans Inquiry Unit at the U.S. Department of Veterans Affairs Regional Office, 210 Franklin Road S.W., Roanoke VA 24011, (888) 442-4551, www.gibill.va.gov.

Students who have questions about VA benefits after admission should address inquiries to the Veterans Affairs Liaison, University of Mary Washington, College of Graduate and Professional Studies, 121 University Boulevard, Fredericksburg VA 22406, (540) 286-8075.

VIRGINIA MILITARY SURVIVORS AND DEPENDENTS EDUCATION PROGRAM

The Virginia Military Survivors and Dependents Education Program (VMSDEP) provides education benefits to spouses and children of military members killed, missing in action, taken prisoner, or who became at least 90 percent disabled as a result of military service in an armed conflict.

VMSDEP provides educational benefits for children of certain Virginians who served in the Armed Forces of the United States. Eligible children attending public colleges and universities in Virginia are admitted free of tuition and all required fees.

Additional information is available through the Office of Student Accounts at (540) 654-1250, with reference to Code of Virginia, Section 23-7.4:1.

FINANCIAL AID

The University of Mary Washington offers financial aid to students without regard to physical ability, political affiliation, marital status, sex, color, race, religion, age, or national origin. Each year, UMW administers over $18 million in financial assistance, including educational loans totaling $14 million, for students at both the Fredericksburg and Stafford campuses. Through a comprehensive program of grants, scholarships, loans, and student employment from federal, state, institutional, and private resources, the Office of Financial Aid strives to assist applicants with various aid sources to pay for college expenses. Financial assistance, including scholarships, offered through the Office of Financial Aid, is need-based and requires results from the Free Application for Federal Student Aid (FAFSA), available online at www.fafsa.ed.gov.

Scholarship selection may include various academic and personal criteria, in addition to need, as determined from the results of the FAFSA. Typically, non-Virginia students with an Expected Family Contribution or EFC of $2000 or more can expect to receive Federal Stafford student loans, possible student employment, and, if eligible, Pell grants. Students with the highest need may qualify for institutional need-based scholarships. In addition, students with need who are residents of the Commonwealth of Virginia, may be eligible for Virginia state scholarships and grants. Priority for all scholarships and grants is given to students who maintain a minimum 2.000 UMW cumulative grade-point average. Many programs require a higher grade-point average.

New students must complete the FAFSA or file online before March 1. Returning students must file by March 15. The Federal School Code for the University is 003746. Consideration for UMW endowed scholarships also requires that the Scholarship Information Form be submitted by mid-May. Current students selected for verification and all first-time students, as well as

parents of those dependent students, must submit copies of their federal tax returns to the Office of Financial Aid in early May. Students not meeting filing and submission dates will be considered for assistance AFTER on-time filers. Since funds are limited, this may result in otherwise eligible students not receiving awards. Students must be enrolled at least half-time to receive aid.

Satisfactory Academic Progression Policy

To receive financial aid in subsequent years, students must complete a minimum of 75 percent (rounded up to the nearest whole number) of the credit hours attempted in an academic period. For example, full-time students enrolled for 30 credit hours during an academic year must successfully complete a minimum of 23 credits. By the same standard, part-time students enrolled for a total of 12 credits must complete 9 or more credits. Enrollment is verified approximately three weeks after the start of classes.

The grade level and cumulative grade-point average (CGPA) for courses at UMW is as follows:

Junior Grade Level: 60 – 89 credit hours, minimum 2.000 CGPA
Senior Grade Level: 90 credit hours or more, minimum 2.000 CGPA
Graduate Level: minimum 2.000 CGPA

Students who reduce their course loads or completely withdraw from UMW may owe refunds to federal, state, or institutional programs. The return of federal funds is calculated in accordance with federal guidelines and is prorated based on the actual days the student attended classes. For example, a student who withdraws after 30 days of attendance in a 105-day semester is entitled to 29 percent of aid disbursed. The return of state funds is based on the same percentage as the federal calculation. UMW refunds are determined by program agreements. Students who withdraw prior to enrollment verification may have all aid returned.

Course work accepted from other institutions is included in the total number of credit hours, but is **not** factored into the CGPA. Satisfactory Academic Progress is checked at the end of the spring semester. Students who do not meet the above criteria may request reevaluation at the end of summer sessions or the fall semester if additional courses have been completed to meet these requirements. Students' financial aid awards are determined at the appropriate grade level for the academic year when awards are made.

Detailed information is available at the Office of Financial Aid, Annex B, by phone at (540) 654-2468, or on the Internet at www.umw.edu/financialaid. Students may view information specific to the Stafford campus at www.umw.edu/financialaid/docs/0809_cgps_fa_supplement5.doc.

ACADEMIC RESOURCES

ADVISING SERVICES

The Office of Advising Services provides the support necessary for enrollment in and completion of College of Graduate and Professional Studies academic programs. Services include:

- Academic advising;
- Review and approval of course selections and registration;
- Review of previous higher education experience in relation to transfer credit;
- Specialized advising for students in academic jeopardy;
- Referrals for employment/career advising through the Professional Experiences and Networking (PEN) Program in preparation for continued or new employment after program completion;
- Prematriculation advising in preparation for enrollment in specific courses and programs; and
- Specialized advising for degree completion.

The Office of Advising Services also serves as a clearinghouse for all student services.

Professional staff members are available to provide advising services to students on a scheduled or a walk-in basis. Additional services include financial aid referrals, disability service referrals, and academic skills workshops.

CAREER SERVICES

The Office of Career Services supports students at the College of Graduate and Professional Studies by offering personalized guidance designed to advance their overall career development while they complete their academic studies. Personnel in this office also offer several job related resources such as career fairs and a job-posting database called eRecruiting for students seeking full-time positions. Career counselors aid students in developing career goals by exploring their interests and identifying their skills, values, and personality preferences with the use of career inventory assessments. Some of the other services that the Office of Career Services provides include interviewing programs, workshops, résumé and cover letter critique services, and a resource center located in the Stafford library. Many of the resources and services can be accessed through the Office of Career Services' website at www.umw.edu/careerservices.

COMPUTER LABS

The College of Graduate and Professional Studies has computer labs that are available for student use during regular College hours. The labs are managed by the University's Department of Information Technologies support staff. All lab computers provide access to the Internet and document printing, as well as instructional programs and the latest business and academic software.

Users of information technology resources at the University of Mary Washington must operate these resources responsibly and within limitations. Users who fail to meet their responsibilities or who fail to operate within the limitations may have their network privileges suspended or revoked and may be subject to other disciplinary actions. Using University-owned computers, networks, or other information technology resources constitutes acknowledgment that the user understands and commits to compliance with the user policy and related policies and procedures available at www.umw.edu/policies/network/use.

EXTERNSHIP

The externship requires a student to locate and study a prospective employer or employment opportunity based on the student's selected concentration. Students research, observe, and participate in the organization's processes related to their area of study to gain short, practical experiences and knowledge. An extensive final analytical report is required at the conclusion of the study.

INTERNSHIP (PROFESSIONAL EXPERIENCES AND NETWORKING PROGRAM)

The College of Graduate and Professional Studies offers students professional internships within a project-based program designed to blend educational and experiential endeavors. The program combines student skills and knowledge with faculty expertise and corporate plans to produce quality products. Participants are graded based on site supervisor evaluation, hours worked on the project, faculty advisor evaluation, and quality of the required oral presentation and final project.

Internship credit awards range from one to six credits. No more than six internship credits may count toward the minimum number of credits required in a major or concentration. Undergraduate degree-seeking students who have earned at least 45 credits toward the degree with at least 12 credits completed at the College with a minimum overall 2.5 grade-point average (GPA) are eligible to participate in the Professional Experiences and Networking (PEN) Program. Graduate students must have completed a minimum of 6 credits of course work at the College and have earned a 3.0 GPA or higher as a degree-seeking student to be eligible for an internship project. Students who are interested and eligible to participate in the internship program should contact the internship director.

Students who wish to complete an internship at an agency where they

already have completed an internship, or at an agency where they have been employed or volunteered, or in a University administrative office, must seek approval from the appropriate academic program director and the internship director. Instructions for these specially approved internships are available in the Office of Advising Services.

LIBRARY

The College of Graduate and Professional Studies library is a branch of the UMW Libraries and offers access to both physical and online resources in support of the courses offered at the College. The library's physical collections consist of books, videos, and periodicals focusing on business, education, and information technology, as well as student project archives, course reserves, and children's literature. Faculty and students also have full access to the collections maintained at Simpson Library on the University's Fredericksburg campus.

The UMW Libraries' shared catalog is available online from the UMW Libraries home page, www.umw.edu/library. UMW Libraries also provide online access to more than 56,000 e-books, over 100 research databases and thousands of electronic journals, magazine and newspaper subscriptions via the Libraries' website. Students may access these online resources while on campus or from off campus with a login and password.

Library services include document delivery, which allows for the delivery of materials between campuses, and an interlibrary loan service, which provides access to books, articles, dissertations, and other materials that are not owned by the UMW Libraries. Library staff is available to provide research assistance through individual and group appointments and for course-related in-class and online instruction. Online tutorials and research guides are available on the Libraries' website.

The Stafford Campus library, with comfortable seating and conversation areas, provides a welcoming environment for individual and group study. The library is equipped with computers that include the MS Office Suite and that are linked to the Internet and the University's network. Printing and copying are also available in the library.

OFFICE OF DISABILITY SERVICES

Through the University's Office of Disability Services, the College of Graduate and Professional Studies provides reasonable and appropriate accommodations to qualified students with disabilities. These accommodations may include—but are not limited to—extended time on tests, note taking assistance, sign language interpreters, assistive technology, permission to tape record lectures, and distraction-reduced testing sites.

In order to receive services, students must provide appropriate professional documentation of a substantially limiting condition and discuss appropriate accommodations with the director of disability services. Documentation

guidelines for specific disabilities may be requested from the office at (540) 654-1266 or viewed on the website at www.umw.edu/disability. The director verifies the disability, assists in arranging reasonable accommodations, and acts as a liaison among students, faculty, and administration on issues relating to services or accommodations.

TESTING

College Level Examination Program (CLEP) tests are available in computer-based formats and may be scheduled individually through the testing coordinator at the College of Graduate and Professional Studies at (540) 286-8000. Each exam consists of two sections of 45 minutes each. Exam and site fees apply. A complete listing of CLEP exams accepted by the College is available in the Office of Advising Services.

The University's National Testing program provides a quality testing environment for the hundreds of teachers, high school students, and graduate school applicants who live in the Fredericksburg area. On scheduled Saturdays throughout the year, the PRAXIS Series, the Graduate Record Exam (GRE) Subject Tests, the ACT, and the Law School Admission Test (LSAT) are given on the University's Fredericksburg campus.

To register for a national exam, candidates must contact the national office of the exam they plan to take, as registration is not handled through the College. For more information about these tests and to register, visit these websites: www.ets.org/praxis for PRAXIS, www.gre.org for GRE, www.act.org for ACT, or www.lsac.org for LSAT. Contact the University's testing coordinator at (540) 286-8000 for more information. Testing announcements, as needed, are posted on the UMW website at www.umw.edu/nationaltesting.

The Graduate Management Admission Test (GMAT) is scheduled individually and is only offered at various computer-based testing (CBT) centers throughout the country. Students interested in taking the GMAT should consult the GMAT Bulletin or go to www.mba.com/mba/TaketheGMAT.

WRITING CENTER

The Writing Center offers writing help free of charge to students. Students can obtain assistance with all types of writing projects, from research projects to résumés, and with all aspects of writing, from brainstorming a research topic to proofreading a paper. The Writing Center's trained tutors work with students one-on-one to improve writing performance during in-person or online sessions. While the Writing Center accepts walk-ins, appointments are strongly recommended. For best results, students should submit an electronic copy of their writing in advance and bring a copy of the professor's assignment sheet to their Writing Center tutorial session. For more information, students are encouraged to visit the Writing Center online at www.umw.edu/cgps/writing.

ACADEMIC RULES AND REGULATIONS

ACADEMIC STANDING ADVISORY COMMITTEE

The Academic Standing Advisory Committee is a body whose duties shall be to deliberate and recommend the appropriate actions regarding undergraduate probation, suspension, reinstatement, and continuance conditions; to deliberate and recommend the appropriate actions regarding undergraduate and graduate grade disputes; to advise the associate vice president for academic affairs on the actions recommended; and to recommend policies on matters of academic standing to the Academic Council.

This committee consists of three faculty members appointed according to the procedures outlined in the Faculty Handbook, and the following administrative representatives appointed by the vice president for graduate and professional studies and dean of the faculty: one member of the Office of Advising Services and one member of the support services division, such as the library or technology support. The following members serve *ex-officio*: the associate dean of advising services, who shall act as chair; the vice president for enrollment and communications or designee; and the registrar or designee.

If any faculty member appointed to this committee is involved in a dispute that comes before the committee for deliberation, that faculty member shall be recused during deliberation and resolution of the dispute. When required, the committee shall meet three times a year (October, December/January, and May) to recommend academic standing actions in a timely manner. Meetings will be called by the chair, only when action is required.

ACCELERATED DEGREE PROGRAMS

Students at the University may choose to enter accelerated degree programs offered by the University, in which undergraduate and graduate degrees have a maximum of four common 3-credit classes (12 credits in all). These credits are offered at the graduate level, and may be taken by students who apply for and are conditionally admitted to the graduate program during their undergraduate studies. The credits may count toward both the undergraduate and graduate degrees if formal admission to the graduate degree program is received within five years of the award of the undergraduate degree.

Students must satisfy all admission and continuation requirements of the specific accelerated programs in order to enroll in the graduate-level courses. All graduate credits applied to the undergraduate degree will be counted in the undergraduate grade-point average, appear on the undergraduate transcript, and be used to determine graduation with honors. Students in an accelerated degree program will be formally admitted to the graduate program following attainment of the baccalaureate degree.

ADMISSION

Current admission requirements and standards for all undergraduate and graduate degree programs are published by the Office of Admissions. Degree-seeking students are classified as individuals who have been officially accepted into a degree program. The admission process requires a formal application, application fee, official transcripts from all previously attended institutions (including high school or equivalent for Bachelor of Professional Studies applicants) and other program-specific supporting documents. Students are responsible for becoming familiar with and fulfilling the requirements for admission to the degree or certificate programs.

ADVANCE REGISTRATION

Students in good standing who are currently enrolled as degree-seeking students may continue their enrollment for the subsequent semester or session by registering during advance registration as scheduled by the registrar.

AMERICAN COUNCIL ON EDUCATION CREDIT

Students may receive credit for education and training that has been evaluated by the American Council on Education (ACE). This includes selected corporate and military training as well as course work and training completed through various other recognized professional schools and programs. Determination of credits awarded is made in accordance with the academic policies and procedures that govern the University. Some ACE credit may not be consistent with the aims of the University and its degree programs, and therefore is ineligible for credit award. A maximum of 30 ACE credits can be awarded in the undergraduate program. All ACE credit is considered transfer credit.

APPLICATION

To become an official candidate for admission to a graduate or undergraduate degree or certificate program, a student must complete the appropriate application form available in the Office of Admissions at the College of Graduate and Professional Studies or at the University's Fredericksburg campus.

CERTIFICATE PROGRAMS

Certificate programs focus on specific areas of knowledge and skill and contain courses and credits to meet the occupational, professional, or personal improvement needs of well-defined audiences. Completion of such programs demonstrates that individuals have acquired competency in concentrated areas of study. All credits earned by a student in any certificate program or as a nondegree-seeking student may be applied toward a College degree program if the courses qualify as degree requirements or electives and if the student matriculates into the degree program at least three terms, including summer, before graduation.

CERTIFICATE REQUIREMENTS

Students are responsible for understanding and fulfilling the requirements for their certificate program and are asked to submit an application to the Office of Admissions early in the program; the deadline for such submission is no later than one semester or session prior to completing their certificate requirements.

Students are subject to certificate requirements in effect at the time of acceptance into the program. To receive a certificate, students must satisfy all stated curriculum requirements; further, they must submit a certificate completion application to the Office of Advising Services at least one semester or session prior to completion. Students pursuing certificates in accounting, contracts and procurement management, health care management, or project management have a maximum of six years from time of acceptance into the certificate program until completion of the certificate requirements. At the end of six years, students must reapply to the certificate program in order to continue. Continuance in the certificate program requires the program director's written approval.

The College reserves the right to make changes to certificate program requirements at any time. It is the student's responsibility to contact the program director to coordinate any changes in the student's certificate completion requirements.

COLLEGE LEVEL EXAMINATION PROGRAM FOR UNDERGRADUATE STUDENTS

The College Level Examination Program (CLEP) is administered by the College Board and individual exams are available throughout the year. There are two types of CLEP exams: the general exams—humanities, natural sciences, and social sciences/history—and subject-specific exams. A complete listing of CLEP tests accepted by the College is available in the Office of Advising Services. The tests are given by scheduled appointment at the College. Appropriate fees apply. Completion of CLEP credit after acceptance into a degree program must be approved by the Office of

Advising Services or the appropriate program director. Credit is awarded for the approved examinations based on American Council on Education (ACE) recommended scores. Determination of credits awarded is made in accordance with the academic policies and procedures that govern the University. CLEP credit is considered to be transfer credit.

COMMENCEMENT

The degree is posted on the transcript and diplomas awarded at the conclusion of the summer, fall, or spring periods in which all degree requirements were completed and all other obligations to the University have been met. All official spring degree candidates are expected to attend Commencement exercises. If attendance is not possible, a degree candidate must submit a written request at least two weeks before Commencement to the dean of the faculty to graduate *in absentia*. This request should include an address for the mailing of the diploma if it cannot be picked up after graduation.

Participation in Commencement exercises is limited to those official degree candidates who have completed all degree requirements and met all obligations to the University. Final grades for all courses (UMW and transfer) must be on record and the record approved for graduation by an official of the University before a student will be cleared for the awarding of the degree and permitted to participate in the graduation ceremony.

CONTINUANCE AFTER INTERRUPTED ENROLLMENT

Students who are on approved leave for one to two semesters will be allowed to reenroll and continue with degree requirements in effect prior to their approved absence, provided the University continues to offer the previously approved programs and courses. If the programs or courses are no longer available, the appropriate academic program will be identified and reasonable substitutions will be offered.

Students who interrupt their enrollment for one semester, and who have not been approved for a Leave of Absence, or whose Leave of Absence has expired, must be cleared for reenrollment. Such students must complete the appropriate reenrollment forms through the Office of Advising Services before being allowed to register for additional courses.

Students who interrupt their enrollment for three consecutive semesters or more must apply for readmission through the Office of Admissions.

If the cumulative GPA at the time of the interruption in academic study for undergraduate students is lower than 2.0, a petition for reenrollment must be submitted to the Offices of Admission and Advising for permission to reenroll for a specific term. Graduate students may petition the program director for reenrollment. ***Further information on Probation, Suspension, and Dismissal is available in this section under Student Academic Progress.***

The Office of Advising Services may grant permission for academic bankruptcy to any undergraduate student who wishes to reapply to the University, if the following conditions are met:

- The student's cumulative GPA was lower than 2.0 at the last date of attendance; and
- The last date of attendance was at least seven years prior to reapplication.

CONTINUANCE AFTER LEAVE OF ABSENCE

Students on an approved Leave of Absence may continue their University enrollment in the period immediately following the approved Leave of Absence, without altering their degree requirements, by registering for classes during advance registration. ***Further information on Leave of Absence is available in this section.***

CONTINUANCE AFTER SUSPENSION

Undergraduate students who are suspended academically for the first time and who wish to continue must petition the Academic Standing Advisory Committee for permission to reenroll for a specific term. If the petition is approved, the Advisory Committee will extend reinstatement conditions to the student. By reenrolling, students accept and agree to the reinstatement conditions as specified. ***Further information on Probation, Suspension, and Dismissal is available in this section under Student Academic Progress.***

CONTINUANCE AFTER WITHDRAWAL

At the time of withdrawal, undergraduate students who have a cumulative University GPA of at least 2.0 can file a Leave of Absence with the Office of Advising Services. When filed, students are ensured continuance at the University. If a Leave of Absence is not filed, students will be eligible for continuance by completing the appropriate reenrollment forms through the Office of Advising Services if the student returns to the University within three semesters. Undergraduate students who withdraw at any time with a cumulative UMW GPA lower than 2.0 are not ensured continuance at the University. They must petition the Academic Standing Advisory Committee for permission to reenroll.

Graduate students should consult the appropriate graduate program continuance policy for information about processes within their programs.

CONTINUANCE WHILE ON ACADEMIC PROBATION

Undergraduate students placed or continued on academic probation may earn 12 subsequent credits at the University following the academic

probation action. After completing these 12 credits, their academic status will be reviewed and appropriate academic action taken at that time.

CREDIT BY EXAMINATION

Enrolled, degree-seeking, undergraduate students may request a special examination from the program director on any College course for which an examination is appropriate. However, it is at the discretion of the program director and faculty to assess whether credit-by-examination for a course is deemed appropriate. If a student passes the examination with a grade of C or higher, the course and grade of CR will be recorded on the student's permanent academic record to indicate credits earned, but quality points will not be awarded. If the student earns lower than a C on the examination, it is considered a failure. If the examination is failed, a grade of CI will be recorded. Should the latter occur, the student must enroll in the course in the next session that it is offered. The student's earned grade, with the attendant quality points, will replace the grade CI. Should the student not enroll, the CI will be converted to the grade of F. Information on credit-by-examination fees can be obtained from the Office of Student Accounts at (540) 654-1250.

Upon approval by the program director and the associate dean of advising services, credits earned through credit-by-examination may apply to the program core, program concentration, general education requirements, or elective requirements. Credit-by-examination is not available for program capstone courses, selected technology courses, seminars, directed study courses, and certain courses that require a practicum or a research project, or courses designated as writing or speaking intensive. Students may not use credit-by-examination for any courses they are or have been enrolled in. Requests for credit-by-examination will be reviewed only for those courses listed in the current *Academic Catalog*. No more than 10 credits may be earned through credit-by-examination.

Credit-by-examination is not an option for graduate-level course work.

CREDIT THROUGH STANDARDIZED TESTING

The University accepts many of the College Level Examination Program (CLEP) and DANTES Subject Standardized tests as undergraduate transfer credit. Students may earn credit by meeting the minimum required score on selected CLEP or DANTES tests; these credits may be used to fulfill general education and other requirements or as elective credits. The College follows American Council on Education (ACE) recommended guidelines for CLEP and DANTES exams as minimum scores for granting credit. A maximum of 30 credits by examination may be counted toward the degree. Students should consult the Office of Advising Services for information on specific CLEP or DANTES exams that are accepted by the College. CLEP tests are administered at the College. Students should contact the testing administrator for more

information at (540) 286-8012. DANTES exams are offered only on military installations. After acceptance into the MBA program, students must obtain approval from the program director before taking CLEP and DANTES exams to satisfy MBA foundation course requirements. ***Further information on testing is available in the Academic Resources section.***

DEGREE APPLICATION

The Degree Application must be submitted to the Office of the Registrar one year prior to the anticipated graduation date. While all other degree requirements may have been met, no student is allowed to graduate unless this application has been filed appropriately. Degree Applications are available in the Office of Advising Services or in the Office of the Registrar on the Fredericksburg campus or the Stafford campus.

DEGREE REQUIREMENTS

Undergraduate students are subject to degree requirements in effect at the time of matriculation into their program. They are encouraged to work with their academic advisor to formulate an academic program planning guide for tracking and planning course work toward degree completion. This guide will also provide an approximate timetable for completion of the degree.

As a graduation requirement, undergraduate students must satisfy all stated curriculum requirements. Additionally, these students must (1) file a Degree Application with the Office of the Registrar one year prior to graduation; (2) have an earned overall minimum 2.0 GPA and an earned minimum 2.0 GPA in the degree concentration; and, (3) conduct a review of courses completed at least one full semester or session prior to planned graduation. Students who interrupt their enrollment may be subject to new degree requirements upon their return. ***Additional information on continuance policies is available in this section.***

DUAL CONCENTRATIONS

An undergraduate student may choose to complete more than one Bachelor of Professional Studies (BPS) concentration by requesting permission from the appropriate program director and the Office of Advising Services. In the case of dual concentrations, the maximum degree credit overlap permitted between the concentrations is 12 credits. Completion of more than one concentration will not result in the awarding of dual BPS degrees.

A matriculated MBA student can complete multiple concentrations if the requisite course work in each concentration is successfully completed. No more than one course will be allowed to overlap between concentrations. Completion of more than one concentration in the MBA will not result in the awarding of more than one MBA. Completion of an additional concentration

after graduation will require that students earn a minimum of 12 credits in the appropriate area.

EXAMS

Final examinations and other culminating assignments are scheduled at the end of each course regardless of the course length. Students who fail to take a required final examination or who fail to submit a final culminating assignment have not completed the course requirements and, therefore, fail the course. In accordance with Honor Council procedures, a student is required to pledge to disclose neither the contents nor the form of any examination until after the conclusion of the examination period.

Conflicts

Students who have more than two examinations scheduled on the same day may elect to have one rescheduled. Students shall decide which examination should be rescheduled and then consult with the instructors. It is the student's responsibility to initiate this process early so that the student's revised examination schedule may be reviewed and approved by the Friday preceding the last week of classes. The makeup date will be decided by mutual agreement of the instructors and the student and, if necessary, through consultation with the associate dean of advising services. Requests by students whose religious beliefs preclude taking an examination on specific days will be honored.

Illness or Emergencies During the Examination Period

Any illness or emergency that prevents a student from taking a scheduled final examination should be reported to the Office of Advising Services prior to the examination. The student should provide his/her name, the title of the course, name of the instructor, and time of the examination. The Office of Advising Services will notify the instructor, and it is then the student's responsibility to contact the instructor to arrange a make-up examination. If a make-up exam cannot be arranged prior to the grade submission deadline, the student must notify the Office of Advising Services.

GRADING

Appeal, Grade (Academic Dispute)

If there is a dispute between a student and an instructor concerning a grading decision, every effort should be made by the two of them to resolve the matter. If the disagreement cannot be resolved, the student may request a review of this decision no later than the end of the subsequent semester or

session, recognizing that the burden of proof is on the student. In such cases, the following procedure is to be followed:

1. The student will submit a written statement of the dispute, with supporting material and documentation, to the appropriate program director and the faculty member. If the faculty member is the program director, the student should include the associate vice president for academic affairs during this step.
2. Within two weeks, the program director (or associate vice president for academic affairs) will review the dispute, through discussion and review of documentation, with the instructor, student, and other appropriate individuals. If agreement is reached at this level, the process ends.
3. If either party does not accept the recommendation of the program director (or the associate vice president for academic affairs), the program director (or associate vice president for academic affairs) will forward all documentation and material including the recommendation to the associate vice president for academic affairs (or the dean of the faculty, in the case of the faculty member being the program director).
4. The faculty member will submit a statement summarizing the grade dispute situation to the associate vice president for academic affairs or dean of the faculty.
5. The associate vice president for academic affairs (or dean of the faculty) will review the documentation and material submitted and will determine whether further consideration of the matter is required. If further consideration is not required, the associate vice president for academic affairs will render a final decision. If the associate vice president for academic affairs deems that further consideration is needed, the matter will be referred to the Academic Standing Advisory Committee to mediate the dispute. ***Information on the Academic Standing Advisory Committee is available in this section.***

Attendance

Class attendance is a primary responsibility of students, and regular and punctual class attendance is expected. While an occasional absence may be unavoidable, the student is responsible and accountable for any work missed, including tests, quizzes, assignments, and announcements made in any missed classes. It is entirely at the discretion of the faculty whether to allow students who are absent to make up any missed work. Class participation may in itself be a criterion for grading; failure to participate due to being absent can be expected to affect a student's grade in the course.

Grade Change

Instructors may submit grade changes for students who have submitted work after completing the course requirements, for a miscalculation resulting in an inappropriate grade, or to correct an error. Instructors may submit changes only during the term immediately following the term during which the grade was assigned. The associate vice president for academic affairs or the associate dean of advising services must approve all grade changes. Grades will not be changed after a degree has been conferred or a certificate has been awarded.

Grade Type Change

Students may change grade type—letter grade to pass/fail or pass/fail to letter grade—for a course during the time period published in the *Guide to Registration*. After that time, the registered grade type will be the one used by the faculty to evaluate a student's performance in the course. Pass/fail grades may not be used to satisfy general education, foundation, core, or concentration requirements.

Incomplete Grade

Incomplete grades are issued on a case-by-case basis when students cannot complete the assigned work or final examination for a particular course due to unforeseen circumstances, e.g., illness, natural disaster, or family catastrophe. A grade of I is issued in lieu of an actual grade for the course. To secure permission for an incomplete grade, the student and faculty member must file an Incomplete Grade Contract clearly stating the reason for the incomplete, the work to be completed, and the due date. Supporting documentation may be required. The Incomplete Grade Contract must be approved by the appropriate program director and filed with the Office of Advising Services and the Office of the Registrar. If appropriate, students must drop any subsequent course for which the incomplete course is a prerequisite. Students must complete the course work by the end of the following term, whether enrolled in University course work or not, or by the specified contract date. A grade of F will be applied automatically to the course after the completion deadline has passed if the student fails to complete the work or the faculty member submits no other grade.

Pass/Fail

Students may choose to have their academic performance in particular courses evaluated on a pass/fail basis. No more than four courses in a student's degree program may be taken pass/fail; courses taken pass/fail can only be used for elective credit and such courses cannot be used to fulfill concentration, core, or general education requirements. Students may enroll in no more than one pass/fail course per semester or session.

Reports, Grade

Official grade reports are made available to students through the online Banner system from the Office of the Registrar when courses conclude. The University uses the following grading system to evaluate student academic performance in courses:

grade	quality points	grade	quality points	grade	quality points	grade	quality points
A	4.00	B+	3.30	C+	2.30	D+	1.30
A-	3.70	B	3.00	C	2.00	D	1.00
		B-	2.70	C-	1.70	F	0.00

FA.....Failure in a pass/fail course	I.....Incomplete	PA.....Pass
G.....Delayed grade	NC.....No Credit	W.....Course drop
	NG.....Audit	

FA, G, I, NC, NG, PA, and W all result in 0.00 quality points.

Note: *The MBA, MSMIS, and MBA-MSMIS Dual Degree programs do not use C-, D+, or D to evaluate student academic performance.*

Transcripts

The transcript is the student's official academic record and is maintained by the Office of the Registrar. Transcripts list (1) only those courses that students have registered for and completed, including courses from which the student has withdrawn; (2) transferred course work; and (3) related comments such as honors notations, graduation dates, or probation/suspension notices.

Students may request transcripts of their academic records from the Office of the Registrar only in writing and with signed authorization by the student. Facsimile requests can be honored. Official transcripts may not be released for students who have financial obligations to the University.

LEAVE OF ABSENCE

Degree students who interrupt their program of study, either by withdrawing during a semester or session or by not enrolling at the College for a term, but who wish to return after a given period of time away, must request an official Leave of Absence prior to the beginning of the first term of absence or at the time of withdrawal by contacting the Office of the Registrar. Degree students who do not attend classes at the University, and for a specific period of time attend courses at another institution, also must request a Leave of Absence to remain on active status in their degree program. A Leave of Absence lasts for two consecutive semesters and is granted only to undergraduate students

who leave the institution with a minimum overall cumulative 2.0 GPA and to graduate students with a minimum overall cumulative 3.0 GPA.

Degree students who leave the institution with an approved Leave of Absence may return to study and continue their degree program as specified in the catalog in effect at the time of their initial admission to the program in accordance with the approved leave dates. If changes have been made to the academic program while a student is on an approved Leave of Absence, and courses are no longer offered, the student will work with the Office of Advising Services and the appropriate program director to identify courses necessary for satisfaction of program degree requirements.

Undergraduate and graduate degree students who fail to register for three consecutive semesters will be required to apply for readmission to the program through the Office of Admissions. Undergraduate degree students who do not request a Leave of Absence but return to study within three semesters must complete the appropriate reenrollment forms and may be subject to review by the Academic Standing Advisory Committee.

A graduate degree student on Leave of Absence who reenrolls within one semester or session after the approved Leave of Absence will be permitted to complete the degree program and satisfy the requirements in effect when the student began. Graduate students who do not request a Leave of Absence and return within three consecutive semesters will be required to comply with any changes in academic regulations and degree requirements made during their absence. Additionally, those graduate students not on an official Leave of Absence may be subject to review by the appropriate graduate program Continuance Committee and may have additional requirements set for reenrollment by the appropriate graduate program Continuance Committee.

NONDEGREE STATUS

Students who enroll in courses but have not been accepted into any degree or certificate program are defined as nondegree students. The same academic rules, regulations, and procedures that govern degree students also govern nondegree students. All credits earned by a student in any certificate program or in a nondegree status may be applied toward a degree program if the courses qualify as degree requirements or electives. In the case of undergraduate students, the credits will apply toward a degree program if the student matriculates into that program at least three terms, including summer, before graduation.

Nondegree undergraduate students are allowed to register for up to 11 credits per semester or session. Those whose cumulative grade-point average falls below 2.0 must secure permission from the Office of Advising Services for continued enrollment. If continued enrollment is granted, restrictions will be placed on the number of credits and courses the student is allowed to enroll in until such time as the cumulative grade-point average reaches a minimum of 2.0.

Nondegree graduate students may complete a maximum of six graduate credits, with approval from the program director and the Office of Advising Services. Such students are required to provide transcripts showing completion of a baccalaureate degree from a regionally-accredited college or university.

POST-BACCALAUREATE CONCENTRATIONS AND POST-BACCALAUREATE DEGREES

A student who has earned a BPS from the University of Mary Washington and wishes to pursue further undergraduate work may either complete an additional concentration and have it noted on the permanent record (with the date of completion) or earn a second degree from the University if it is different from the first degree (for example, a B.A., B.S., or BLS if the first degree was a BPS). For the second degree, a student must be admitted and then earn at least 30 additional credits at the University, including the concentration and the general education requirements listed in the current catalog. A student who has earned a bachelor's degree at another institution, provided it is regionally accredited, must enter the College as a transfer student and then complete the concentration, general education requirements, and any other requirements for the second degree as defined by the current catalog.

READMISSION

Students who do not enroll for three consecutive semesters must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission.

REENROLLMENT

All University degree-seeking students in good academic standing who enroll each semester, without interruption, are considered continuing students. Students maintain reenrollment status by completing advance registration each term.

REINSTATEMENT

Undergraduate students who meet any of the following criteria must request reinstatement in writing from the Academic Standing Advisory Committee:

- Students with a University cumulative GPA below 2.0 who voluntarily withdrew from the University during the previous term;
- Students on academic suspension;
- Students who have served a period of suspension and did not reenroll during the term immediately following the conclusion of their suspension; and

- Students on an official Leave of Absence who did not enroll during the term immediately following the conclusion of the approved leave period.

The Committee also considers appeals by students concerning the duration of academic suspension and has the authority to establish and enforce reinstatement criteria.

RESIDENT CREDIT

Resident credit is University course work that is used toward a University degree or certificate. Resident credit can be awarded through courses, internships, and directed study.

SPEAKING INTENSIVE REQUIREMENT

The Bachelor of Professional Studies program requires students to complete one Speaking Intensive course. Speaking Intensive courses use speaking activities appropriate to the subject matter and the goals of the course to increase student learning in the course and to develop oral communication competence. To be designated as Speaking Intensive, a course must address the objectives stated for Speaking Intensive courses that are appropriate to the goals of the course. At a minimum, the course must:

- Use required and graded student speaking assignments that are an integral part of the pedagogy of the course;
- Provide students with a body of communication principles and theory relevant to the speaking activities employed in the class;
- Use a developmental approach, offering students more than one speaking opportunity and providing students with guidance as they prepare to speak; and
- Provide students with feedback from the course instructor about their grasp of course content and effectiveness in expressing it as revealed through speaking activities in the course.

STUDENT ACADEMIC PROGRESS

Academic Standing

Evaluation of academic standing for full-time and part-time students is based on the total number of University credits attempted and the overall University cumulative GPA. Grades of PA, SA, UN, and W are not considered in calculating the University GPA. In determining academic standing, the number of credits will include all accepted AP, IB, CLEP, portfolio, and transfer credits as well as University credits; the GPA, however, will be based on University credits only.

Academic Bankruptcy

Academic bankruptcy releases undergraduate students from prior poor academic performance at the University. Students may request and declare academic bankruptcy for those courses taken at least seven academic years prior to the time of readmission. Academic bankruptcy must be declared at the time of readmission and can be claimed no more than once in a student's academic career at the University of Mary Washington. With the declaration of academic bankruptcy, course work that is at least seven years old and in which grades lower than C have been earned will not be counted in the calculation of the GPA. The associate dean of advising services and the Office of the Registrar must approve permission for academic bankruptcy.

Academic Probation

Undergraduate students placed on probation may continue their enrollment until they complete an additional 12 graded University credits. Nondegree-seeking students who have been placed on probation must petition the Academic Standing Advisory Committee to return as nondegree-seeking students. If they wish to become degree-seeking students, the Academic Standing Advisory Committee will consider their case as part of the admission process. Undergraduate students on probation who achieve an overall cumulative University GPA of 2.0 or higher will be returned to good academic standing. Students who were previously on probation and whose overall cumulative University GPA again falls below a 2.0 will be returned to probation.

As appropriate, a notation of probation status is entered on the student's permanent record. Students placed on academic probation are required to consult with an academic advisor.

Classification of Student Level

Undergraduate students are classified by level based on earned credits:

Freshman.....0 to 29 credits
Sophomore.....30 to 59 credits
Junior.....60 to 89 credits
Senior.....90 or more credits

Students who enter the College as degree-seeking students at the master's level or who enter a certificate program that requires an earned bachelor's degree are classified as graduate-level students. However, students who are enrolled in certificate programs that do not require a bachelor's degree or who are taking classes as nondegree-seeking students will not be classified by the above student levels.

Probation, Suspension, and Dismissal

The purpose of probation, suspension, and dismissal is to warn students that their academic performance is unsatisfactory, to stimulate them to improve their performance, or to serve notice that the institution will not allow them to continue.

All undergraduate University students are expected to make satisfactory academic progress by maintaining a 2.0 overall cumulative GPA, the standard required for graduation. Students who fall below a 2.0 overall cumulative GPA are in academic jeopardy and are subject to the University's probation, suspension, and dismissal policy.

All undergraduate students who have completed 12 or more University graded credits will be reviewed at the end of each semester/session. This action is taken regardless of the number of terms completed and includes BPS, graded certificate programs, and nondegree students registered through the College.

Progress, Academic

Academic progress is based on students' earned GPA. The semester or session GPA is based on the quality points earned from all attempted course work during that time frame. The cumulative GPA is based on the quality points earned from all attempted course work while in attendance at the University.

Reinstatement After Suspension for Undergraduate Students

First-time or second-time suspended students who wish to reenroll must notify the Academic Standing Advisory Committee, in writing, of their intent to return to the University at the conclusion of their suspension period. Guidelines for petitioning the Academic Standing Advisory Committee are available in the Office of Advising Services. Reinstatement petitions must be received in the Office of Advising Services by March 15 to be considered for fall or summer reenrollment or by November 15 to be considered for spring reenrollment. The Advisory Committee will extend provisions for reinstatement to students, who, upon registering for classes accept the provisions and thereby are ensured continuance at the University immediately following the conclusion of the suspension period, provided the provisions are adhered to.

Suspension/Dismissal for Undergraduate Students

Students in academic difficulty are granted a probationary period, with at least 12 graded credits allowed before determining their status with the University. Students who do not make satisfactory progress while on probation will be suspended or dismissed. A notation of the student's suspension or dismissal status is entered on the student's permanent record. A suspended student may not enroll in any classes at the University until the period of suspension expires.

Courses taken at other institutions while a student is on suspension from the University—academic, disciplinary, or honor—are not accepted by the University for transfer credit and will not fulfill any degree requirement. Prior permission for future transfer work is automatically revoked when a student is suspended/dismissed. A dismissed student is ineligible to obtain a degree from the University or to continue enrollment in courses offered by the University for a minimum of seven years.

The academic records of all students on probation are subject to review for academic suspension/dismissal at the conclusion of an additional 12 graded credits after the initial action.

First Suspension – One-semester or session suspension. Appeal reviewed by the Academic Standing Advisory Committee. The student will be ineligible to attend the subsequent term, but would be eligible to return for the following term. ***Further information on Reinstatement After Suspension is available in this section.***

Second Suspension – Two-semester or session suspension. Appeal reviewed by the Committee. The student will be ineligible to attend the two subsequent terms, but the student would be eligible to return for the following term. ***Further information on Reinstatement After Suspension is available in this section.***

Dismissal – Permanent suspension. No appeal to the Committee possible. A dismissed student is ineligible to obtain a degree or certificate from the University or to continue enrollment in credit-bearing courses offered by the University, regardless of the program, until such time as seven full calendar years have elapsed. This action occurs at the end of the third probation period if the cumulative GPA is below 2.0.

Any student placed on suspension may appeal the suspension to the Academic Standing Advisory Committee. This Committee considers suspension appeals by students and can modify a suspension period when such is deemed appropriate. This Committee also has the authority to establish and enforce reinstatement provisions for students returning after the completion of suspension periods.

TECHNOLOGY PROFICIENCY

Students seeking degrees at the College will demonstrate technology proficiency through course work in the degree programs. All degree programs include extensive use of technology in all course offerings. This technology includes, but is not limited to, word processing, spreadsheets, email, and library research.

Information/library literacy proficiency will be a component of instruction for students to ensure their success in undergraduate- and graduate-level course work.

TRANSFER CREDIT BEFORE MATRICULATION

For undergraduate students, transfer credit will be awarded only for previously completed, graded course work taken at a regionally-accredited college or university at which a grade of C or higher has been earned. All credit must represent college-level course work relevant to the degree, with content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in degree programs. Courses to be counted in the concentration must have been completed within 10 years of program matriculation and must be approved by the program director. Exceptions to this policy may only be made by the program director. No more than a total of 90 transfer semester credits will be accepted toward any degree. Within that 90-credit total, a maximum of 30 American Council on Education (ACE) credits, a maximum of 30 University portfolio credits and a maximum of 30 credits completed by standardized testing (i.e., CLEP) can be recognized. University students who have earned more than 30 credits at the University may not transfer into a different degree program or enroll in a new degree program unless they have not actively pursued studies in a University undergraduate degree program as a student (degree or nondegree status) for a period of at least one year prior to admission into the subsequently requested degree program.

For graduate students, transfer credit will be awarded for previously completed, graded course work taken within six years of matriculation at a regionally-accredited college or university. A grade of B or higher is required for transfer of foundation and graduate course work. All credit must represent course work relevant to the degree and must be approved by the appropriate graduate program director and the Office of Advising Services. Students should review graduate program guidelines for limits on the number of acceptable transfer credits.

In assessing transfer equivalencies for undergraduate and graduate programs, the College will use a combination of recognized guides, internal policies, and faculty expertise to assist in the evaluation of previously completed course work.

TRANSFER CREDIT FOLLOWING MATRICULATION

After admission to degree programs, undergraduate students may use courses taken at other colleges and universities to meet degree requirements at the College by obtaining prior approval from the associate dean of advising services. All transfer courses must be approved in advance in order to receive transfer credit. Courses to be counted in the concentration must also be

approved by the program director. Preapproved transfer credit will be applied to a degree only if the Office of the Registrar receives an official transcript of that course work by the University's final deadline. Transfer course work must have a recorded grade of C or higher for undergraduate students. Students should consult the Office of Advising Services for specific information about transfer credit limits, procedures, and deadlines.

After admission to degree programs, graduate students in the MBA, MSMIS, and MBA-MSMIS Dual Degree programs may not use courses taken subsequently at other colleges and universities to meet foundation or other degree requirements at the College. Exceptions to this policy may only be made by the program director.

VIRGINIA COMMUNITY COLLEGE SYSTEM (VCCS) ARTICULATION AGREEMENT FOR UNDERGRADUATE STUDENTS

Transfer students who have earned a Richard Bland College or Virginia Community College System transfer degree, approved by the State Council of Higher Education for Virginia (SCHEV), as of fall 1993, prior to matriculation at the College are considered to have fulfilled lower division general education requirements for the Bachelor of Professional Studies (BPS) program. The VCCS, SCHEV-approved transfer degrees are generally Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Arts and Sciences (AA&S); not all General Studies degrees are approved by SCHEV for transfer. For more information, students are encouraged to contact the Office of Admissions.

The VCCS degrees do not fulfill across-the-curriculum requirements or upper division general education requirements. Students who have earned an applied associate's degree, or who have not completed a degree, must meet specific lower division general education requirements. ***Further information on general education requirements in the BPS program may be found in the BPS section of this catalog.***

University of Mary Washington has direct transfer agreements with Germanna Community College, Lord Fairfax Community College, Northern Virginia Community College, Rappahannock Community College, and Richard Bland College. Students who earn an associate degree at one of these colleges with a GPA of at least 2.0 are guaranteed admission to the BPS program. Further, the University has established a Guaranteed Admission Agreement (GAA) with the Virginia Community College System, ensuring admittance to students who complete transfer-oriented associate degrees from any of the 23 community colleges in the state with a minimum GPA of 3.25. Prospective students are encouraged to review the policy or contact the Office of Admissions regarding GAA eligibility.

WRITING INTENSIVE REQUIREMENT

The Bachelor of Professional Studies requires students to complete two Writing Intensive courses. A Writing Intensive course must require at least 12 pages of clear prose in formats appropriate to the discipline involved, e.g., essays, laboratory reports, translations, creative writing, and letters.

ACADEMIC HONORS

UNDERGRADUATE

Undergraduate honors are awarded at the time of graduation to graduating students who have achieved a level of academic distinction. Those students who have earned the following cumulative grade-point averages, based on a minimum of 60 credits completed at the University, qualify for:

Summa Cum Laude..... 3.75 or higher
Magna Cum Laude..... 3.50 to 3.74
Cum Laude..... 3.25 to 3.49

Undergraduate students who have earned at least 30 University credits qualify for:

With Highest Distinction..... 3.75 or higher
With Distinction..... 3.30 to 3.74

Dean's List

Undergraduate students who earn a semester grade-point average (GPA) of 3.5 or higher based on a minimum of six graded credits are placed on the Dean's List for the semester and their permanent record is noted.

Omicron-Psi National Honor Society

Omicron-Psi is a national honor society that promotes active participation in community activities and recognizes the need to make a difference in society. Omicron-Psi, established for nontraditional students, stands for duty, honor, and service. The society recognizes undergraduate juniors and seniors who have maintained the highest of ethical standards and academic achievement. The following requirements must be met to qualify for this honor. A student must:

1. Be at least 24 years of age;
2. Be an undergraduate with a minimum of 60 graded credits, 30 of which were earned from the University;
3. Have a minimum cumulative GPA of 3.8 on a 4.0 scale;
4. Be an active participant in a minimum of three community or professional organizations. One must be a professional organization, and one must be a community organization. Organizations must reflect the community values of the University as stated in this *Academic Catalog*;

5. Maintain the principles of duty, honor, and service;
6. Maintain and demonstrate high ethical standards in all aspects of life;
7. Submit a brief, well-written essay on how he or she subscribes to the principles of duty, honor, and service and maintains and demonstrates high ethical standards in all aspects of life; and
8. Submit two letters of recommendation, one from a leader in the professional organization and one from a leader in the community organization in which the student is involved.

In addition, Omicron-Psi offers scholarships, and members may apply for scholarships once a year for every year of continued education.

Outstanding Student Award

An award is presented annually to the outstanding graduate in each of the degree programs at the College. To be nominated for the award, the student must have a minimum 3.8 GPA, and must demonstrate academic excellence beyond the GPA. The student must also demonstrate leadership, enthusiasm, commitment, and professional potential. The faculty of each program will select its outstanding graduate, and the award will be kept confidential until Commencement each spring. The selected student will receive a monetary award and a special commemorative plaque.

President's List

Undergraduate students who earn a semester GPA of 4.0 based on a minimum of six graded credits are placed on the President's List and their permanent record is noted.

Who's Who Among Students in American Universities and Colleges

Students selected for recognition in *Who's Who* must meet the following criteria:

1. Have earned at least 30 graded credits at the University;
2. Have earned a cumulative 3.8 GPA or higher;
3. Have no Cs;
4. Have no more than one B in the degree program;
5. Have no more than 60 transfer credits; and
6. Have not previously earned the award in their current degree program at the University.

No application is necessary. Eligible students will be reviewed automatically and selections made by the Office of Advising Services. Recognition will be awarded to qualifying graduating students only.

GRADUATE

Omicron-Psi National Honor Society

Omicron-Psi is a national honor society that promotes active participation in community activities and recognizes the need to make a difference in society. Omicron-Psi, established for nontraditional students, stands for duty, honor, and service. The society recognizes graduate students who have maintained the highest of ethical standards and academic achievement. The following requirements must be met to qualify for this honor. A student must:

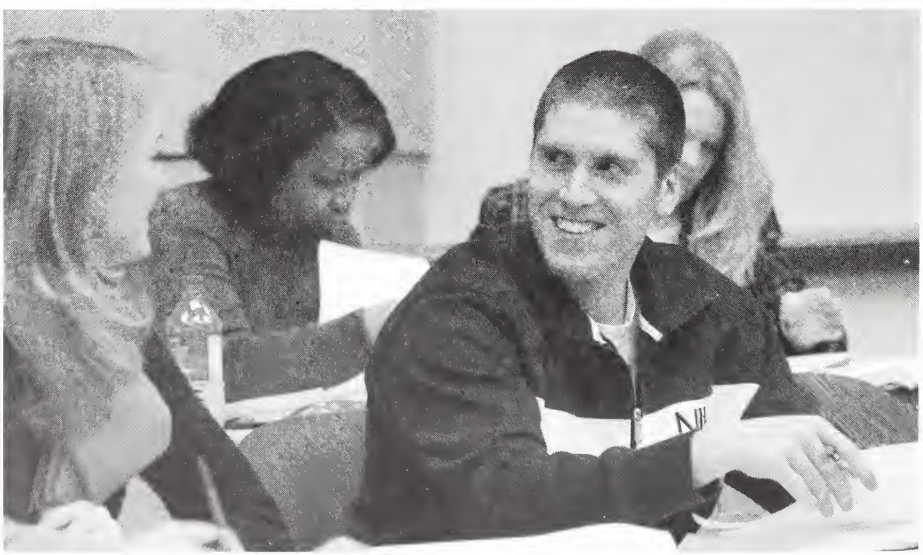
1. Be at least 24 years of age;
2. Be a graduate student with a minimum of 21 graded graduate credits completed at the University;
3. Have a minimum cumulative GPA of 3.8 on a 4.0 scale;
4. Be an active participant in a minimum of three community or professional organizations. One must be a professional organization, and one must be a community organization. Organizations must reflect the community values of the University as stated in this *Academic Catalog*;
5. Maintain the principles of duty, honor, and service;
6. Maintain and demonstrate high ethical standards in all aspects of life;
7. Submit a brief, well-written essay on how he or she subscribes to the principles of duty, honor, and service and maintains and demonstrates high ethical standards in all aspects of life; and
8. Submit two letters of recommendation, one from a leader in the professional organization and one from a leader in the community organization in which the student is involved.

In addition, Omicron-Psi offers scholarships, and members may apply for scholarships once a year for every year of continued education.

Outstanding Student Award

An award is presented annually to the outstanding graduate in each of the degree programs at the College. To be nominated for the award, the student must have a minimum cumulative 3.8 GPA, and must demonstrate academic excellence beyond the GPA. The student must also demonstrate leadership, enthusiasm, commitment, and professional potential. The faculty

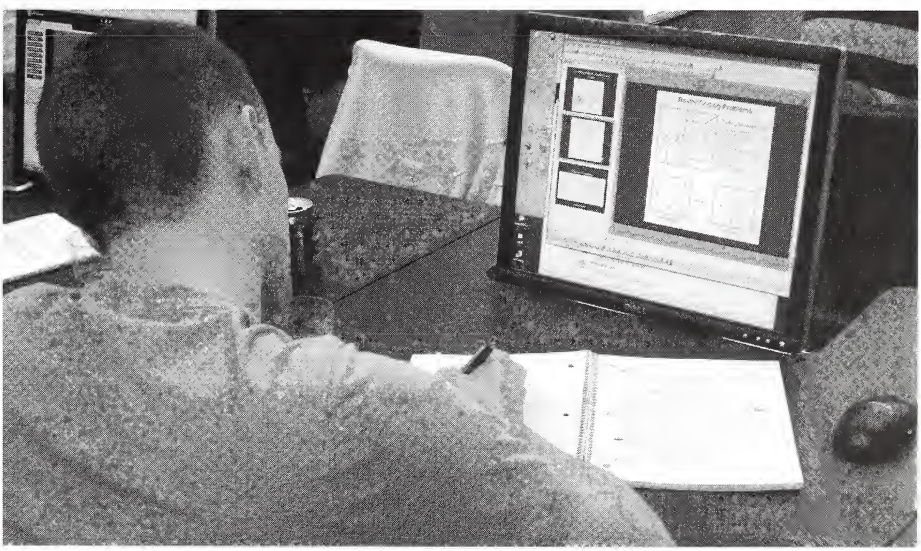
of each program will select its outstanding graduate, and the award will be kept confidential until Commencement each spring. The selected student will receive a monetary award and a special commemorative plaque.



ACADEMIC PROGRAMS

The enrollment procedures for each of the following academic programs are published by the Office of Admissions. Anyone who considers applying to a program at the College of Graduate and Professional Studies should consult the most recent program publications or contact the Office of Admissions for more information.

BACHELOR OF PROFESSIONAL STUDIES



The Bachelor of Professional Studies (BPS) program is designed to equip participating students with applicable skills and competencies while preparing them to understand, serve, and lead their organizations. This degree-completion program provides graduates with both theoretical and practical educational experiences that are designed to enhance their current professional capabilities as well as prepare them for new career opportunities.

The BPS program is designed for individuals possessing a minimum of 30 credits. To fulfill degree requirements, students must earn a minimum of 120 credits, 30 of which must be earned at UMW; these 30 credits are called resident credits.

Due to the nature of the BPS program and changing technology, only transfer course work that has been completed within 10 years of BPS program matriculation can be counted toward concentration requirements. Transfer course work that is older than 10 years will count toward general education or elective credit only.

Current BPS concentrations include accounting, computer information systems, geographic information science, interdisciplinary studies, leadership and management, and network security.

GENERAL EDUCATION REQUIREMENTS

Students who have earned, as of fall 1993, a Richard Bland College or a Virginia Community College System (VCCS) transfer degree approved by the State Council of Higher Education for Virginia (SCHEV) prior to enrolling at the College, have fulfilled BPS lower division general education requirements. The SCHEV-approved transfer degrees are generally Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Arts and Sciences (AA&S); not all General Studies degrees are approved by SCHEV for transfer. For more information, students should contact the Office of Admissions. The VCCS degrees do not fulfill across-the-curriculum requirements. Students who have not earned a VCCS, SCHEV-approved transfer degree must meet the following lower division general education requirements. All students must meet upper division general education requirements.

LOWER DIVISION GENERAL EDUCATION REQUIREMENTS

Requirement 1 – English Competency (3 semester credits) The ability to write logically, clearly, and precisely; the ability to acquire, organize, present, and document ideas and information; these skills must be demonstrated by completing a college-level course in English composition or the equivalent.

Requirement 2 – Sciences and Mathematics (6 semester credits including at least 3 credits of science and 3 credits of either college-level mathematics or science) An understanding of mathematical thought and the ability to conceptualize and apply mathematical logic to problem solving; an appreciation of the major contributions of science to an understanding of the natural world and to the possible solution of contemporary problems.

Requirement 3 – Humanities (6 semester credits) An understanding of human culture as expressed in disciplines such as art appreciation, art history, classics, creative writing, drama performance, foreign language, history of drama, history of film, literature, music appreciation, music history, philosophy, and religion.

Requirement 4 – Social Sciences (6 semester credits) An understanding of the history and development of the forces shaping human behavior, social

structures, and institutions; disciplines include anthropology, economics, geography, history, political science, psychology, and sociology.

UPPER DIVISION GENERAL EDUCATION REQUIREMENTS

Requirement 5 – Communication (6 semester credits) Two courses that focus on written and oral professional communication:

BPST 311 Critical Thinking, Research, and Presentation
BPST 312 Technical and Business Communication

Requirement 6 – Statistics (3 semester credits) One course that focuses on statistical methods employed in the collection and analysis of data to assist management decision-making:

BPST 316 Statistics for Managers, *or equivalent*

ACROSS-THE-CURRICULUM REQUIREMENTS

In addition to fulfilling the general education requirements, students must also fulfill the following BPS across-the-curriculum (ATC) requirements:

Writing Intensive Requirement: Students will complete two designated courses that provide instruction appropriate to the subject or discipline and to the writing tasks assigned. This requirement may be fulfilled in conjunction with designated program course offerings: BPST 311, BPST 312, and COMM 315.

Speaking Intensive Requirement: Students will complete one designated course in which oral assignments are a significant portion of their graded work. This requirement may be fulfilled in conjunction with designated program course offerings: BPST 311, BPST 312, or COMM 317.

Global Inquiry: Students will complete one designated course that focuses on global economic, political, cultural, and/or environmental issues. Courses fulfilling this requirement should:

- examine how past, present, or future persons, places, phenomena, and/or events affect or are affected by global interconnections; and
- explore some combination of technological, economic, political, social, cultural, and/or environmental global interconnections most relevant to the course content.

This inquiry may be fulfilled with courses in specific areas, including BPST 314, CIST 301, LRSP 306, or LRSP 434.

PORTFOLIO (CREDIT FOR LIFE/WORK EXPERIENCE)

The portfolio system is designed to award college credit for applicable college-level learning acquired through nonacademic experiences. Learning

documented in the portfolio must be equivalent in scope and complexity to what students learn in college classrooms. Hence, the portfolio system is a way of recognizing experiential learning, which is generally equivalent to college classroom learning. All credit earned through portfolio assessment must be measurable or verifiable by a qualified, formally-appointed assessor; such credit is considered transfer credit.

While a great deal is learned from life's experiences, e.g., marriage and parenthood, these experiences do not automatically translate into college credit; a portfolio must present what a student has learned in such a way that the assessor can identify and measure it. While most adults can do a great many complex things—such as complete income tax forms, balance checkbooks, and vote for presidential candidates—the University will not award college credit for typical adult competencies.

Individuals who wish to present a portfolio must be enrolled at the University as degree-seeking students. In addition, they are required to enroll in and satisfactorily complete PORT 101 Portfolio Development prior to presenting the portfolio for assessment. This course carries one pass/fail credit and is offered on an as-needed basis. The course defines the kind of learning a portfolio can present successfully, provides a detailed outline of the portfolio format, and offers each student specific instruction in the assembly of the initial stages of his/her portfolio. It also outlines additional methods, other than the portfolio, for providing documentation of experiential learning for college credit. Further information about the course can be obtained from the Office of Advising Services.

The usual ceiling for portfolio credit awards is 15 credits; in exceptional cases the award can be as high as 30 credits. Thirty is the maximum number of credits that can be awarded through the portfolio, and applied toward the degree. Due to the nature of the program and changing technologies, students enrolled in the BPS program should not include knowledge and experiences older than 10 years; exceptions will be considered on an individual basis. Students may submit as many portfolios as they like, and each one is not to exceed 250 typewritten pages. The assessment fee for each portfolio is $100. Portfolios must be submitted prior to accumulating 90 semester hours of transfer credit. The transfer credit total—including a combination of credits from other accredited institutions, standardized tests, portfolio, military, CLEP and ACE—for the BPS cannot exceed 90 semester credits.

Portfolios must be submitted to the Office of Advising Services within 12 months of completion of the portfolio course, and must be submitted prior to the student's final term in the degree program. Credits awarded may be used to satisfy general education requirements, elective credit requirements, and selected major credit requirements. The student's advisor and the Office of Advising Services must approve all concentration credit.

Because there is a significant amount of work involved in preparing a portfolio, with no guarantee of a successful outcome, students should discuss

the project at some length with their faculty advisors and with an advisor in the Office of Advising Services. If the decision is made to pursue credit awards through the portfolio process, permission to enroll in PORT 101 must be secured from the Office of Advising Services.

TRANSFER CREDIT

Undergraduate students may transfer a maximum of 90 semester credits toward fulfilling their degree requirements. Contingent on an evaluation of course content, transfer credit may be used to satisfy general education, concentration, or elective credit requirements. No more than one half of the BPS concentration credits may be transfer credit.

COURSE COMPLETION OPTIONS

Students may fulfill prerequisite, general education, and elective course requirements by:

- Taking previously-approved courses at the University's Fredericksburg campus, at regional community colleges, or any regionally-accredited college or university in the United States;
- Completing courses through credit-by-examination (limited availability);
- Completing distance-learning courses offered through the Southern Regional Education Board's Electronic Campus (www.sreb.org) and other previously-approved distance-learning programs;
- Receiving credit through the College Board's CLEP (www.collegeboard.com/student/testing/clep/about.html) available on campus;
- Receiving credit through DANTES Subject Standardized Tests, which is available on military installations; and
- Receiving credit through the College's Portfolio (credit for life/work experience) option.

Note: *Once admitted to the BPS program, the student must request approval to take courses through any of the options listed above.*

BPS CONCENTRATIONS

ACCOUNTING (42 CREDITS)

Prepares individuals for a variety of public, management, government, and internal accounting positions.

Required Courses (36 credits)

ACCT 201 Accounting for Managers (3 credits)
ACCT 301 Intermediate Accounting I (3 credits)
ACCT 302 Intermediate Accounting II (3 credits)
ACCT 303 Business Law for Accountants (3 credits)
ACCT 304 Cost Accounting (3 credits)
ACCT 305 Intermediate Accounting III (3 credits)
ACCT 460 Auditing (3 credits)
ACCT 461 Advanced Accounting (3 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 331 Organizational Behavior (3 credits)
LRSP 412 Marketing for Managers (3 credits)
LRSP 460 Leadership Strategy and Policy (3 credits)

Elective Courses (6 credits to be selected)

ACCT 450 Forensic Accounting (3 credits)
ACCT 465 Governmental and Nonprofit Accounting (3 credits)
ACCT 499 Internship (1-6 credits)
CIST elective (3 credits)
COMM 315 Communication and Technology (3 credits)
COMM 316 Strategic Communication (3 credits)
COMM 317 Corporate Interpersonal Communication (3 credits)
LRSP 305 Public Sector Management (3 credits)
LRSP 311 The Management Process (3 credits)
LRSP 343 Leadership Theory and Practice (3 credits)
LRSP 344 Financial Management (3 credits)
LRSP 406 Human Resource Management (3 credits)
LRSP 434 International Management (3 credits)
LRSP 435 Leadership, Innovation, and Creativity (3 credits)

COMPUTER INFORMATION SYSTEMS (39 CREDITS)

Prepares individuals for professional computer and technology management positions in public and private organizations.

Required Courses (27 credits)

BPST 314 Business Legal Environment (3 credits)
CIST 299 Introduction to Computer Information Systems (3 credits)
CIST 301 Business Information Systems (3 credits)

CIST 302 Visual Programming (3 credits)
or CIST 303 Object-Oriented Applications in Business (3 credits)
CIST 325 Information Security (3 credits)
CIST 404 Business Data Communications (3 credits)
CIST 425 Systems Analysis (3 credits)
CIST 461 Project Management for IT (3 credits)
CIST 490 IT Research Project (3 credits)

Elective Courses (12 credits to be selected, with minimum of 6 from CIST)

ACCT and/or LRSP electives (maximum of 6 credits)
CIST 401 Database Systems (3 credits)
CIST 405 Computer Networking (3 credits)
CIST 426 Managing Emerging Technologies (3 credits)
CIST 471 Special Topics (3-6 credits)
CIST 491 Directed Study (1-6 credits)
CIST 499 Internship (1-6 credits)
COMM 315 Communication and Technology (3 credits)
COMM 316 Strategic Communication (3 credits)
COMM 317 Corporate Interpersonal Communication (3 credits)
GISC 200 Introduction to GIS (4 credits)
GISC 220 Advanced Spatial Analysis (4 credits)
GISC 350 ArcObjects Programming (4 credits)
GISC 390 Geodatabases (4 credits)

GEOGRAPHIC INFORMATION SCIENCE (40 CREDITS)

Provides the technical and business aspects of Geographic Information Science (GIS), and gives students key knowledge and skills in various areas required for successful work in geographic information enterprises.

Required Courses (40 credits)

BPST 314 Business Legal Environment (3 credits)
CIST 299 Introduction to Computer Information Systems (3 credits)
CIST 325 Information Security (3 credits)
CIST 425 Systems Analysis (3 credits)
CIST 461 Project Management for IT (3 credits)
CIST 490 IT Research Project (3 credits)
GISC 200 Introduction to GIS (4 credits)
GISC 220 Advanced Spatial Analysis (4 credits)
GISC 350 ArcObjects Programming (4 credits)
GISC 390 Geodatabases (4 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 311 The Management Process (3 credits)
or LRSP 331 Organizational Behavior (3 credits)

INTERDISCIPLINARY STUDIES (39 CREDITS)

Allows individuals to pursue a concentration based on professional goals, and to design the program using a multidisciplinary approach.

Required Courses (9 credits)

BPST 314 Business Legal Environment (3 credits)
INDS 490 Interdisciplinary Research Project (3 credits)
INDS 499 Interdisciplinary Externship (3 credits)

Additional Course Work (30 credits)

No more than 18 credits may be from the same course area (e.g., ACCT, COMM, CIST, GISC, LRSP). Courses that transfer as equivalent to BPS courses will only be accepted into the proposed concentration by obtaining permission from the faculty advisor and the BPS program codirectors. Transfer courses at the 300 and 400 levels, or their equivalents, may be used as part of the concentration proposal. The total number of transfer credits, equivalent and non-equivalent, applied toward the interdisciplinary concentration requirements may not exceed 15.

Students should meet with their faculty advisor for further information regarding documentation required in this concentration.

LEADERSHIP AND MANAGEMENT (39 CREDITS)

Prepares individuals for leadership and managerial positions in public and private organizations.

Required Courses (27 credits)

ACCT 201 Accounting for Managers (3 credits)
BPST 314 Business Legal Environment (3 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 311 The Management Process (3 credits)
LRSP 331 Organizational Behavior (3 credits)
LRSP 343 Leadership Theory and Practice (3 credits)
LRSP 412 Marketing for Managers (3 credits)
LRSP 433 Production/Operations Management (3 credits)
LRSP 460 Leadership Strategy and Policy (3 credits)

Elective Courses (12 credits to be selected)

ACCT 465 Governmental and Nonprofit Accounting (3 credits)
CIST electives (maximum of 6 credits)
COMM 315 Communication and Technology (3 credits)
COMM 316 Strategic Communication (3 credits)
COMM 317 Corporate Interpersonal Communication (3 credits)
GISC 200 Introduction to GIS (4 credits)
GISC 220 Advanced Spatial Analysis (4 credits)

GISC 350 ArcObjects Programming (4 credits)
GISC 390 Geodatabases (4 credits)
LRSP 305 Public Sector Management (3 credits)
LRSP 344 Financial Management (3 credits)
LRSP 406 Human Resource Management (3 credits)
LRSP 407 Employment Law (3 credits)
LRSP 434 International Management (3 credits)
LRSP 435 Leadership, Innovation, and Creativity (3 credits)
LRSP 499 Internship (1-6 credits)

NETWORK SECURITY (39 CREDITS)

Prepares individuals for a variety of managerial and technical positions in private and public sectors in which developing and maintaining a secure network is essential.

Required Courses (21 credits)

BPST 314 Business Legal Environment (3 credits)
CIST 404 Business Data Communications (3 credits)
CIST 405 Computer Networking (3 credits)
CIST 425 Systems Analysis (3 credits)
CIST 426 Managing Emerging Technologies (3 credits)
CIST 461 Project Management for IT (3 credits)
CIST 490 IT Research Project (3 credits)

Required Network Security Courses from Northern Virginia Community College, Woodbridge Campus (18 credits)

BPS students who complete, with a C or higher, the following 24 credits in Network Security from the Northern Virginia Community College (NVCC), Woodbridge Campus and transfer these credits to the College will receive 18 credits required for the concentration in Network Security and 6 elective credits. Students must register through NVCC and provide an official transcript to the Office of the Registrar upon completion of the courses. For more information, students should contact the BPS program codirector.

NVCC Network Security Courses

ITN 260 Network Security Basics (3 credits)
ITN 261 Network Attacks, Computer Crime, and Hacking (4 credits)
ITN 262 Network Communication, Security, and Authentication (4 credits)
ITN 263 Internet/Intranet Firewalls and E-Commerce Security (4 credits)
ITN 266 Network Security Layers (3 credits)
ITN 267 Cyberlaw (3 credits)
ITN 293 Studies in Network Security: Capstone Course (3 credits)

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) provides a quality graduate program for experienced professionals who want to assume management and leadership positions in a variety of organizational settings. The program encompasses the knowledge and skills necessary for effectively managing both the technical and the human sides of organizations.

The curriculum consists of foundation courses, core courses, and concentration courses that combine business theory with current business practice. The foundation and core courses provide a common body of knowledge required for effective performance in today's unpredictable global business environment. Complementing this common body of knowledge are 10 concentrations from which students can choose, depending on their professional interests: accounting, contracts and procurement management, general management, health care management, information security, management technology, organization and human resource development, project management, public administration, and risk management and insurance.

The program is particularly designed for those individuals whose job and family responsibilities require the flexibility to pursue the MBA on a part-time basis without interrupting their careers.

MBA PROGRAM MISSION STATEMENT

The University of Mary Washington's MBA faculty seek to develop ethical, creative, and critically-thinking organizational leaders. This objective is accomplished through a curriculum that emphasizes applied learning, teamwork, adaptability, and the enhancement of existing knowledge and skills. To facilitate program success, faculty are committed to excellence and continuous improvement in all facets of teaching and learning.

ADMISSION REQUIREMENTS FOR THE MBA PROGRAM

Admission to the MBA program is based upon a variety of factors: academic achievements, professional work experience, professional goals, and professional recommendations. The following are admission requirements for the MBA program:

1. A completed application;
2. An earned baccalaureate degree from a regionally-accredited college or university;
3. Official transcripts of all completed undergraduate and graduate course work;
4. A minimum undergraduate grade-point average (GPA) of 3.0 on a 4.0 scale during the last 60 credits of the baccalaureate program. Students whose undergraduate GPA is lower than 3.0 may be required to take the GMAT;
5. A résumé outlining experiences and education including, preferably, at least two years of full-time professional or technical work experience;
6. Two professional or academic recommendations;
7. A statement of professional goals and how the MBA will help achieve them; and
8. Demonstration of competency on the Test of English as a Foreign Language, as necessary, if the student's native language is not English.

MBA DEGREE REQUIREMENTS

Successful completion of all required foundation courses or their equivalents, core courses, and concentration courses with a cumulative grade-point average of 3.0 or higher is required to meet degree requirements. All required course work must be completed within six years of matriculation into the program.

FOUNDATION COURSE WAIVERS

The foundation course component is designed to provide the essential business knowledge and skills required for successful completion of the MBA program. The undergraduate foundation courses provide a non-business undergraduate student with a knowledge base comparable to that of a student with an undergraduate business degree. Some of the foundation courses may be waived through a variety of means:

- Completion of comparable course work from a regionally-accredited college or university with a grade of B or higher within the last 10 years from date of admission to the MBA program.
- Successfully passing an examination addressing the course content. A foundation course may be challenged by exam only one time, as follows:
  - CLEP Exam *or*
  - Faculty-developed exam, administered at the discretion of MBA faculty.

It is the responsibility of the MBA applicant to demonstrate why and how a foundation course should be waived.

TRANSFER COURSES

Ordinarily, a maximum of six graduate credits can be transferred into the MBA program. To be accepted for transfer credit, courses must have been taken from a regionally-accredited institution within the last six years with a minimum grade of B and must directly relate to one of the MBA program courses. Transfer credit is not given for internship or practicum experiences.

ORIENTATION SESSION

Prior to the start of every term, new students are expected to participate in the College's orientation session. This session, offered through the Office of Advising Services, includes introductions of College staff, relevant University policies and procedures, and computer and library resources.

REQUIREMENTS FOR CONTINUANCE IN THE MBA PROGRAM

All matriculated MBA students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the MBA program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) each semester or session to remain in good academic standing. Any student whose cumulative GPA is below 3.0 at the end of any term (fall, spring, or summer) will have the following term to correct the deficiency.

A student who earns three Cs (including C+ and C–) or one F in graduate courses in the program will automatically be dismissed from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

READMISSION TO THE MBA PROGRAM

Students who have not attended the University for three consecutive semesters must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the six-year limit from time of first admission is still in effect. Academic work that was completed more than six years before the date at which the MBA is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the program director for an extension. Such requests must be received at least one month prior to the end of the student's original six-year time limit.

A student who has been dismissed from the program may apply for readmission after a lapse of three semesters. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

MBA COURSE REQUIREMENTS (37-67 CREDITS)

Foundation Courses for Concentrations, Except Accounting and Public Administration (1-25 credits)

ACCT 201 Accounting for Managers (3 credits)
BPST 314 Business Legal Environment (3 credits)
BPST 316 Statistics for Managers (3 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 311 The Management Process (3 credits)
LRSP 331 Organizational Behavior (3 credits)
LRSP 400 Introduction to the MBA Program (1 credit)
LRSP 412 Marketing for Managers (3 credits)
LRSP 433 Production/Operations Management (3 credits)

Foundation Courses for Accounting Concentration (1-34 credits)

ACCT 201 Accounting for Managers (3 credits)
ACCT 301 Intermediate Accounting I (3 credits)
ACCT 302 Intermediate Accounting II (3 credits)
ACCT 303 Business Law for Accountants (3 credits)
ACCT 305 Intermediate Accounting III (3 credits)
BPST 316 Statistics for Managers (3 credits)
LRSP 306 Economics for Business (3 credits)

LRSP 311 The Management Process (3 credits)
LRSP 331 Organizational Behavior (3 credits)
LRSP 400 Introduction to the MBA Program (1 credit)
LRSP 412 Marketing for Managers (3 credits)
LRSP 433 Production/Operations Management (3 credits)

Foundation Courses for Public Administration Concentration (1-25 credits)

ACCT 201 Accounting for Managers (3 credits)
BPST 314 Business Legal Environment (3 credits)
BPST 316 Statistics for Managers (3 credits)
LRSP 305 Public Sector Management (3 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 331 Organizational Behavior (3 credits)
LRSP 400 Introduction to the MBA Program (1 credit)
LRSP 412 Marketing for Managers (3 credits)
LRSP 433 Production/Operations Management (3 credits)

Note: *Students admitted fall 2007 or later must complete all foundation courses before enrolling in graduate courses, with the exception of MBUS 501A and MMIS 500. Any student who earns a grade below C in a foundation course taken at the University must retake the course and earn a C or higher.*

Note: *After admission to the MBA program, CLEP and DANTES exams may not be used to satisfy MBA foundation course requirements without prior approval of the program director. Students who complete a post-baccalaureate or graduate business certificate and are later admitted to the MBA program must complete any remaining foundation courses prior to taking additional graduate-level courses.*

Core Courses (24 credits)

MBUS 501A Organization Theory and Design (3 credits)
MBUS 502 Financial Decision Making for Managers* (3 credits)
MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 529 Quantitative Business Modeling (3 credits)
MBUS 548 Managerial Economics (3 credits)
MBUS 595 Strategic Management (3 credits)
MMIS 500 Management Information Systems (3 credits)

*Students enrolled in the Public Administration concentration will take MBUS 518 Budgeting and Finance in the Public Sector in place of MBUS 502.

MBA CONCENTRATIONS

Note: *A matriculated MBA student can obtain multiple concentrations if the requisite course work in each concentration is successfully completed. No more than one course will be allowed to overlap concentrations. Completion of more than one MBA concentration will not result in the awarding of more than one degree. Attaining an additional concentration after graduation requires the completion of a minimum of 12 additional credits.*

ACCOUNTING (12 CREDITS)

The Accounting concentration prepares individuals to assume greater responsibility in the management of organizations and their accounting functions. Persons applying to sit for the Certified Public Accountant (CPA) examination in Virginia must possess at least 120 semester credits, including a baccalaureate or higher degree conferred by a regionally-accredited college or university, or an approved equivalent. Such individuals must complete at least 150 semester credits in order to obtain a CPA license in Virginia, including a minimum of 24 credits in accounting and 18 credits in business other than accounting.

Students who intend to sit for the CPA exam outside Virginia should consult with officials in those jurisdictions for specific requirements.

Required Courses* (12 credits to be selected)

ACCT 560 Auditing (3 credits)
ACCT 561 Advanced Accounting (3 credits)
ACCT 562 Income Tax Procedure (3 credits)
ACCT 563 Corporation and Partnership Tax (3 credits)
ACCT 564 Accounting Information Systems (3 credits)
ACCT 565 Governmental and Nonprofit Accounting (3 credits)

*Students must complete 12 credits to fulfill the Accounting concentration requirement. Students who successfully complete (with a B or higher) ACCT 460, ACCT 461, or ACCT 465, or their equivalents, do not take the equivalent graduate course. However, they must take additional ACCT or MBUS courses to complete the 12-credit requirement of the concentration. The courses are chosen in consultation with the students' advisors and approved by the program director.

Note: *A Post-Baccalaureate Certificate in Accounting (30 credits) is available to those whose positions require the knowledge and skills provided by the concentration, but who do not wish to pursue the MBA.* ***Information can be found in the Business and Information Science Certificates section.***

CONTRACTS AND PROCUREMENT MANAGEMENT (12 CREDITS)

The Contracts and Procurement Management concentration provides contracting and procurement professionals in industry and in federal, state, and local governments with the knowledge, skills, and abilities to advance to positions of increasing responsibility. This concentration also enables professionals to enter the growing field of contracts and procurement management, to be more effective leaders by understanding these processes and their organizational impact, and to meet the credit hours now required by the federal government for its contracting officials.

Required Courses (9 credits)

MBUS 532 Federal Procurement Policy and Practices (3 credits)
MBUS 534 Pricing Contracts (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)

Elective Course (3 credits to be selected)

MBUS 516 Project Management (3 credits)
MBUS 533 Contract Performance and Evaluation (3 credits)
MBUS 537 Contracting for Managers (3 credits)

Note: *A Post-Baccalaureate Certificate in Contracts and Procurement Management (24 credits) is available to those whose positions require the knowledge and skills provided by the concentration, but who do not wish to pursue the MBA.* ***Information can be found in the Business and Information Science Certificates section.***

GENERAL MANAGEMENT (12 CREDITS)

The General Management concentration is attractive to those who seek the traditional MBA. This concentration offers a solid professional core in the functional areas of business, enriched with leading-edge courses applicable to many business and nonbusiness environments.

Required Courses (12 credits to be selected)

MBUS 512 Organizational Research and Assessment (3 credits)
MBUS 516 Project Management (3 credits)
MBUS 517 Organizational Behavior (3 credits)
MBUS 521 Human Resource Management and Development (3 credits)
MBUS 524 Learning Organizations and Knowledge Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)
MBUS 537 Contracting for Managers (3 credits)

HEALTH CARE MANAGEMENT (12 CREDITS)

The Health Care Management concentration provides the knowledge and competencies required for management positions in organizations operating in the health care sector. Integration of the systemic view of health care environments into the decision-making process prepares students to become mid- and senior-level health executives who are equipped to make complex business decisions in the dynamic environment of health care organizations. The MBA provides the analytic tools of business and the concentration provides a contextual understanding of how the business process may be applied in the health care environment.

Required Courses (12 credits)

MBUS 566 The U.S. Health Care System (3 credits)
MBUS 567 Health Care Economics (3 credits)
MBUS 568 Health Care Accounting and Financial Management (3 credits)
MBUS 569 Health Care Policy and Legislation (3 credits)

Note: *A Post-Baccalaureate Certificate in Health Care Management (24 credits) is available to those whose positions require the knowledge and skills provided by the concentration, but who do not wish to pursue the MBA.* ***Information can be found in the Business and Information Science Certificates section.***

INFORMATION SECURITY (12 CREDITS)

The Information Security concentration provides an understanding of the fundamental technologies and principles of information security. Through an agreement between the University of Mary Washington (UMW) and the University of Virginia's (U.Va.) School of Continuing and Professional Studies at the Northern Virginia Center, UMW MBA students can complete 12 credits from U.Va. in Information Security course work and transfer these credits to UMW to satisfy the requirements for this concentration. The U.Va. courses are offered in a combination of online and traditional formats.

MANAGEMENT TECHNOLOGY (12 CREDITS)

The Management Technology concentration is appropriate for both information technology and business professionals who want to deepen their technical knowledge and develop their management skills. The concentration provides an in-depth knowledge in the functional areas of business and applicable management technology from both operational and strategic perspectives.

Required Courses (12 credits to be selected)

MBUS 550 Computer-Based Decision Support Systems (3 credits)
MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
MBUS 555 Knowledge Management Systems (3 credits)
MMIS 505 Information Systems Analysis and Design (3 credits)
MMIS 510 Information Security Management (3 credits)
MMIS 515 Information Technology Project Management (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprising Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)
MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)

ORGANIZATION AND HUMAN RESOURCE DEVELOPMENT (12 CREDITS)

The Organization and Human Resource Development concentration is particularly appropriate for those interested in developing competencies in organizational change and learning organizations, or developing skills as a trainer.

Required Courses (12 credits to be selected)

MBUS 517 Organizational Behavior (3 credits)
MBUS 521 Human Resource Management and Development (3 credits)
MBUS 524 Learning Organizations and Knowledge Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 531 Designing, Implementing, and Evaluating Training Programs (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)

PROJECT MANAGEMENT (12 CREDITS)

The Project Management concentration provides a comprehensive and detailed analysis of each stage of a business project. The concentration studies the conceptualization, planning, scheduling, evaluation, risk analysis, and control of a business project, and other key areas such as total quality management and leadership for projects. This concentration applies to an array of business professionals, particularly project managers, supervisors, general and marketing managers, and other practitioners seeking to learn more about project management.

Required Courses (12 credits to be selected)

MBUS 516 Project Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 539 Project Evaluation (3 credits)
MBUS 546 Risk Management for Project Managers (3 credits)
MBUS 547 Quality Management for Projects (3 credits)

Note: *A Post-Baccalaureate Certificate in Project Management (24 credits) is available to those whose positions require the knowledge and skills provided by the concentration, but who do not wish to pursue the MBA.* ***Information can be found in the Business and Information Science Certificates section.***

PUBLIC ADMINISTRATION (12 CREDITS)

The concentration in Public Administration is designed to provide the knowledge, skills, and abilities required for successful careers in public and nonprofit administration.

Required Courses (6 credits)

MBUS 527 Legal and Regulatory Environment of Public Administration (3 credits)
MBUS 584 Policy Development, Analysis, and Implementation (3 credits)

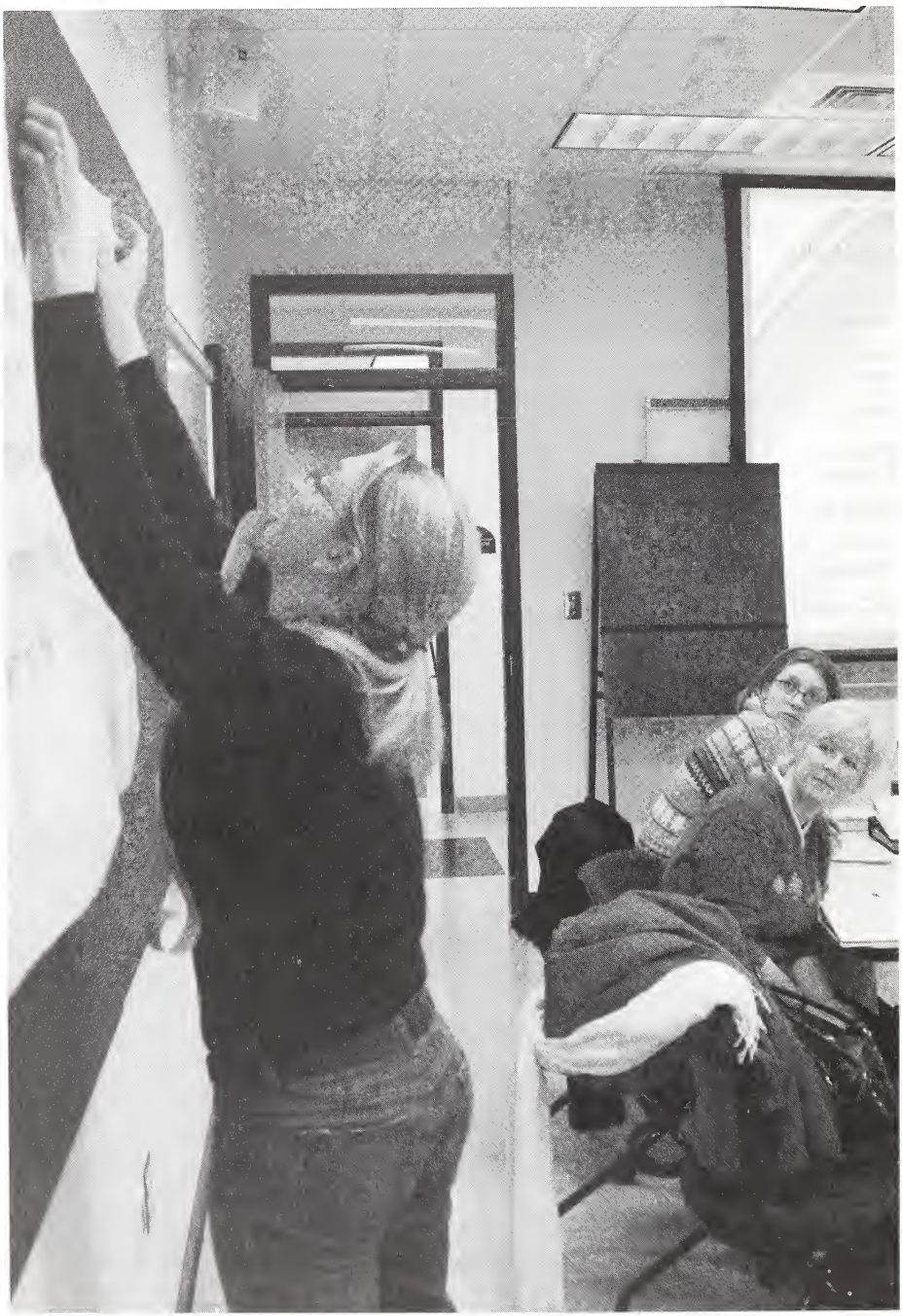
Elective Courses (6 credits to be selected)

ACCT 565 Governmental and Nonprofit Accounting (3 credits)
MBUS 516 Project Management (3 credits)
MBUS 517 Organizational Behavior (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 528 Personnel Administration in the Public Sector (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 542 Intergovernmental Relations (3 credits)

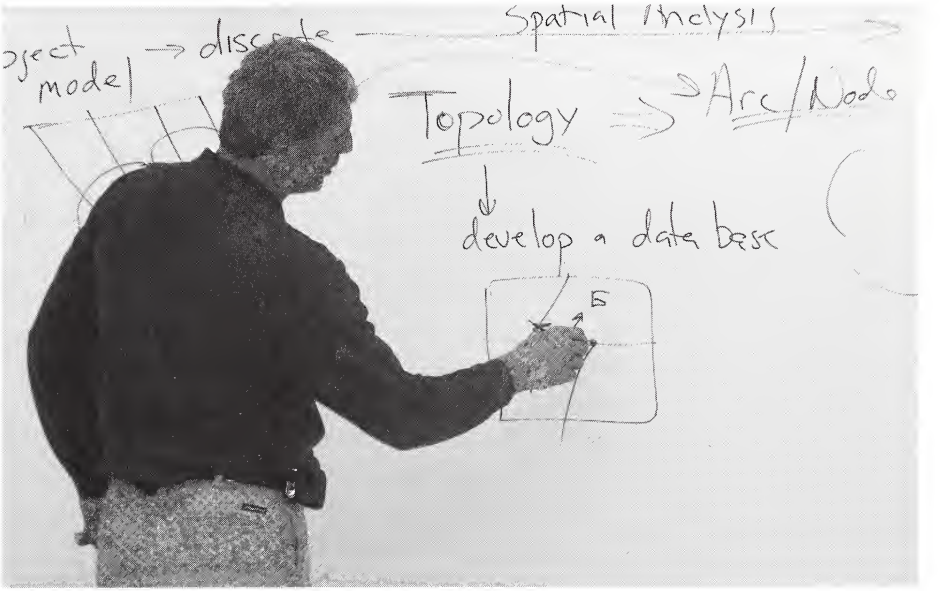
RISK MANAGEMENT AND INSURANCE (12 CREDITS)

The Risk Management and Insurance concentration is designed for professionals in the insurance industry who have earned the Chartered Property Casualty Underwriter (CPCU) designation or plan to do so and wish to also earn an MBA. This concentration requires a CPCU designation with a minimum of 12 CPCU credits recommended by the American Council on Education (ACE) for graduate-level credit. In cases where the CPCU designation does not include 12 ACE-approved graduate credits, students may earn the remaining graduate credits to meet concentration requirements by taking MBA courses approved by the MBA program director either at

the College or at another institution, or by taking additional CPCU courses approved by the MBA program director that carry ACE-recommended graduate level credit. More information on the CPCU designation can be obtained at www.aicpcu.org.



CERTIFICATES IN BUSINESS AND INFORMATION SCIENCE



Certificate programs provide specific professional learning in a concentrated format. They are designed to introduce individuals to new or emerging fields of study, update existing knowledge, and expand employment opportunities. Some programs are designed so that certificate credits apply to a degree in that field. All course work required for certificates must be taken as graded credit.

ADMISSION REQUIREMENTS FOR CERTIFICATE PROGRAMS

To be considered for admission to any of the following certificate programs, the applicant must submit these materials to the Office of Admissions:

- Application for Admission;
- Nonrefundable application fee;
- Statement of professional goals;
- Application for Virginia In-State Tuition Rates (if applicable); and
- Official transcript(s) of previous course work from a regionally-accredited college or university. For post-baccalaureate certificate applicants, transcripts must show completion of a baccalaureate degree from a regionally-accredited college or university.

REQUIREMENTS FOR CONTINUANCE IN BACCALAUREATE-LEVEL CERTIFICATE PROGRAMS

Students in the Certificate in Professional Business or the Certificate in Geographic Information Science may refer to continuance requirements in the specific certificate section below.

REQUIREMENTS FOR CONTINUANCE IN POST-BACCALAUREATE CERTIFICATE PROGRAMS

Students in a post-baccalaureate business or technology certificate program are expected to maintain satisfactory academic progress in their courses toward completion of the certificate. A cumulative GPA of 3.0 (B) or higher is required for completion and awarding of the certificate.

Students must maintain a minimum cumulative GPA of 3.0 (B) each semester/session to remain in good academic standing. Any student whose cumulative GPA is below 3.0 at the end of any term (fall, spring, or summer) will have the following term to correct the deficiency.

A student who earns three Cs (including C+ and C–) or one F in graduate courses in the program will automatically be dismissed from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

CERTIFICATE IN PROFESSIONAL BUSINESS (24 CREDITS)

The Certificate in Professional Business provides an educational opportunity for in-depth study and acquisition of key competencies required for effective management in business. Students must have completed a minimum of 12 undergraduate credits with a C or higher at a regionally-accredited college or university or obtain permission of the program director to enroll in this certificate program. Courses are offered in eight-week sessions during fall, spring, and summer, and are complemented with additional online instruction.

Required Courses (24 credits)

ACCT 201 Accounting for Managers (3 credits)
ACCT 301 Intermediate Accounting I (3 credits)
or LRSP 343 Leadership Theory and Practice (3 credits)
BPST 314 Business Legal Environment (3 credits)
BPST 316 Statistics for Managers (3 credits)
CIST 299 Introduction to Computer Information Systems (3 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 344 Financial Management (3 credits)
LRSP 412 Marketing for Managers (3 credits)

Academic/Continuance Policies for the Certificate in Professional Business:

- A maximum of 12 credits of equivalent course work from a regionally-accredited college or university may be transferred to meet certificate program requirements.
- Students must earn a minimum of 12 credits at the University of Mary Washington for eligibility of the certificate.
- Students must maintain an overall 2.0 grade-point average in certificate program courses.

CERTIFICATE IN GEOGRAPHIC INFORMATION SCIENCE (18-24 CREDITS)

This program is designed to address the growing demand for GIS-trained personnel in business, government, education, health care, and numerous other settings. The field encompasses integrated hardware, software, and database systems that are capable of capturing, storing, analyzing, and displaying geographical information. Upon completion of the certificate, students may be eligible to apply for an additional professional certification in GIS administrated by the GIS Certification Institute (GISCI).

Required Courses

GISC 200 Introduction to GIS (4 credits)
GISC 220 Advanced Spatial Analysis (4 credits)
GISC 350 ArcObjects Programming (4 credits)
GISC 390 Geodatabases (4 credits)
or GISC 471 Special Topics (3-6 credits)
GISC 499 Internship (3-6 credits)
or GISC 491 Directed Study (3-6 credits)

Academic/Continuance Policies for the Certificate in GIS:

- Students in the College of Arts and Sciences at the University may select courses in that College to meet certain certificate requirements. Such students are asked to consult with the GIS advisor for specific information about these options.
- Students with professional experience in GIS will have no more than one course or 4 credits waived with appropriate approval, but must take additional course credits to total 18 hours.
- A maximum of two approved courses (3-8 credits) may be transferred from another regionally-accredited institution to meet certificate program requirements.
- All classes for the certificate must be completed within a four-year

period after a student is admitted into the certificate program.

- Students must maintain an overall 2.5 grade-point average in certificate program courses, or have permission from the program director, prior to registering for the final directed study or internship course.
- Students may be required to meet with an advisor for an annual review of progress and a summary review at the completion of course work.

POST-BACCALAUREATE CERTIFICATE IN ACCOUNTING (30 CREDITS)

The Post-Baccalaureate Certificate in Accounting prepares individuals to assume greater responsibility in the management of organizations and their accounting functions.

Persons applying to sit for the Certified Public Accountant (CPA) examination in Virginia must possess at least 120 semester credits, including a baccalaureate or higher degree conferred by a regionally-accredited college or university, or an approved equivalent. Such individuals must complete at least 150 semester credits in order to obtain a CPA license in Virginia, including a minimum of 24 credits in accounting and 18 credits in business other than accounting.

Students who intend to sit for the CPA exam outside Virginia should consult with officials in those jurisdictions for specific requirements.

The accounting certificate is available to those whose positions and goals require the knowledge and skills provided by the concentration, but who do not wish to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program, but courses could be applied to the Accounting concentration in the MBA program.

Required Courses (18 credits)

ACCT 201 Accounting for Managers (3 credits)
ACCT 301 Intermediate Accounting I (3 credits)
ACCT 302 Intermediate Accounting II (3 credits)
ACCT 303 Business Law for Accountants (3 credits)
ACCT 304 Cost Accounting (3 credits)
ACCT 305 Intermediate Accounting III (3 credits)

Elective Courses (12 credits to be selected)

ACCT 560 Auditing (3 credits)
ACCT 561 Advanced Accounting (3 credits)
ACCT 562 Income Tax Procedure (3 credits)
ACCT 563 Corporation and Partnership Tax (3 credits)
ACCT 564 Accounting Information Systems (3 credits)
ACCT 565 Governmental and Nonprofit Accounting (3 credits)

POST-BACCALAUREATE CERTIFICATE IN CONTRACTS AND PROCUREMENT MANAGEMENT (24 CREDITS)

The Post-Baccalaureate Certificate in Contracts and Procurement Management is available to those whose positions require the knowledge and skills provided by the concentration, but who do not wish to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program. If a candidate is admitted into the MBA program, the certificate courses can be applied to the program.

Required Courses

ACCT 201 Accounting for Managers (3 credits)
BPST 316 Statistics for Managers (3 credits)
MBUS 516 Project Management (3 credits)
MBUS 532 Federal Procurement Policy and Practices (3 credits)
MBUS 533 Contract Performance and Evaluation (3 credits)
MBUS 534 Pricing Contracts (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)
MBUS 537 Contracting for Managers (3 credits)

POST-BACCALAUREATE CERTIFICATE IN HEALTH CARE MANAGEMENT (24 CREDITS)

The Post-Baccalaureate Certificate in Health Care Management is available to those whose positions require the knowledge and skills provided by the concentration, but who do not wish to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program. If a candidate is admitted into the MBA program, the certificate courses can be applied to the program.

Required Courses (21 credits)

ACCT 201 Accounting for Managers (3 credits)
LRSP 306 Economics for Business (3 credits)
MBUS 502 Financial Decision Making for Managers (3 credits)
MBUS 548 Managerial Economics (3 credits)
MBUS 566 The U.S. Health Care System (3 credits)
MBUS 567 Health Care Economics (3 credits)
MBUS 568 Health Care Accounting and Financial Management (3 credits)

Elective Courses (3 credits to be selected)

ACCT 565 Governmental and Nonprofit Accounting (3 credits)
LRSP 305 Public Sector Management (3 credits)
MBUS 501A Organization Theory and Design (3 credits)
MBUS 516 Project Management (3 credits)
MBUS 518 Budgeting and Finance in the Public Sector (3 credits)

MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 529 Quantitative Business Modeling (3 credits)
MBUS 533 Contract Performance and Evaluation (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 569 Health Care Policy and Legislation (3 credits)
MBUS 570 Special Topics (1-3 credits)
MBUS 591 Directed Study (1-3 credits)
MMIS 500 Management Information Systems (3 credits)

POST-BACCALAUREATE CERTIFICATE IN PROJECT MANAGEMENT (24 CREDITS)

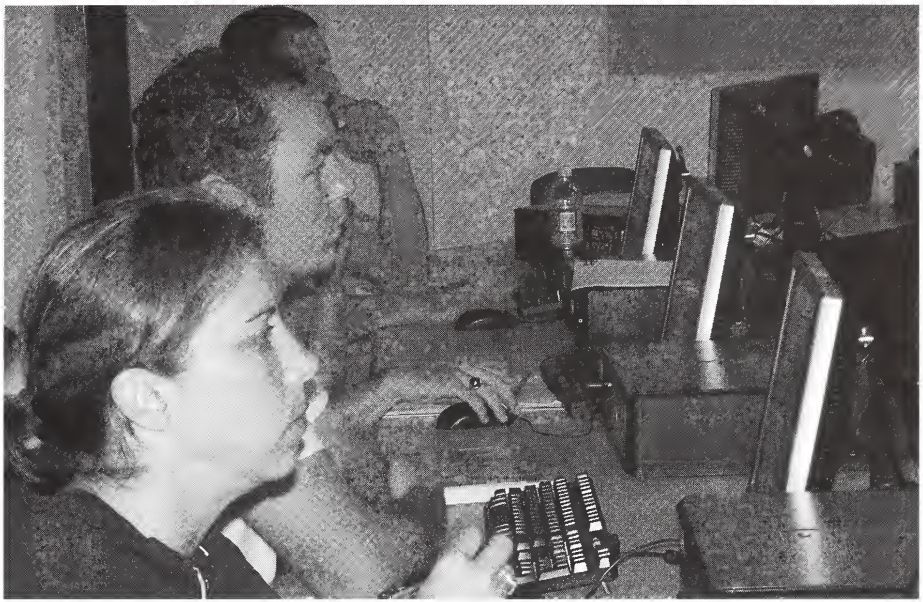
The Post-Baccalaureate Certificate in Project Management is available to those whose positions require the knowledge and skills provided by the MBA Project Management concentration, but who do not wish to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program. If a candidate is admitted into the MBA program, the certificate courses can be applied to the program.

This certificate provides a comprehensive and detailed analysis of each stage of a business project including the conceptualization, planning, scheduling, evaluation, risk analysis, and control of a business project, and other key areas such as total quality management, and leadership for projects. This certificate is relevant to an array of business professionals, including project managers, supervisors, general and marketing managers, and practitioners seeking to learn more about project management.

Required Courses

ACCT 201 Accounting for Managers (3 credits)
LRSP 412 Marketing for Managers (3 credits)
MBUS 516 Project Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 539 Project Evaluation (3 credits)
MBUS 546 Risk Management for Project Managers (3 credits)
MBUS 547 Quality Management for Projects (3 credits)

MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS



This program is designed to prepare individuals for careers in a wide range of business fields. It provides the technical and managerial knowledge and skills required by professionals in the field of information systems. Graduates are prepared to operate successfully in careers associated with planning, design, development, and management of complex information systems.

ADMISSION REQUIREMENTS

Admission to the Master of Science in Management Information Systems is based upon a variety of factors: academic achievements, professional work experience, professional goals, and professional recommendations. The following are admission requirements for the MSMIS program:

1. A completed application;
2. An earned baccalaureate degree from a regionally-accredited college or university;
3. Official transcripts of all completed undergraduate and graduate course work;
4. A minimum undergraduate grade-point average (GPA) of 3.0 on a 4.0 scale during the last 60 credits of the baccalaureate program. Students

whose undergraduate GPA is lower than 3.0 may be required to take the GMAT or GRE;

5. A résumé outlining experiences and education;
6. Three letters of recommendation;
7. A statement of professional goals and how the MSMIS will help achieve them; and
8. Demonstration of competency on the Test of English as a Foreign Language, as necessary, if the student's native language is not English.

PROVISIONAL ADMISSION REQUIREMENTS

Undergraduate students at the University may apply to the MSMIS program prior to completion of their baccalaureate work. Under these circumstances, the following are admission requirements for such students:

- The student has satisfactorily completed at least 60 undergraduate credits;
- The student's completed credits and those in which the student is currently enrolled total at least 75 credits toward the undergraduate degree;
- The student's completed credits and those in which the student is currently enrolled total at least 21 credits toward the undergraduate major or concentration;
- The student has a minimum 3.0 overall GPA;
- The student has a minimum 3.25 GPA in courses completed toward his/her major or concentration;
- The student has submitted a completed MSMIS application; and
- The student has provided three letters of recommendation from faculty (may include the department chair or advisor).

PROVISIONAL ACCEPTANCE INTO THE PROGRAM

Acceptance is considered provisional until the undergraduate degree has been completed. Undergraduate students at UMW provisionally accepted into the MSMIS program will be given an opportunity to complete up to 12 graduate credits and to have these credits count toward the requirements of the undergraduate degree and the MSMIS degree. Provisional acceptance will be changed to full acceptance at the time of undergraduate degree completion provided that students continue to meet all MSMIS admission and academic requirements.

PROVISIONAL STATUS PROGRAM REQUIREMENTS

Only UMW undergraduate students will be considered for undergraduate provisional acceptance into the MSMIS program. Undergraduate students provisionally accepted into the MSMIS program must meet all MSMIS degree requirements, including foundation course requirements, in order to graduate with an MSMIS degree. The foundation course requirements may be met from designated undergraduate courses or equivalent course work.

Courses intended to meet foundation requirements must be approved by the MSMIS faculty advisor or program director. Students must earn a grade of B or higher in each of the courses.

A maximum of 12 credits may be jointly applied toward undergraduate and graduate degree requirements with appropriate approval from both the MSMIS faculty advisor and the undergraduate faculty advisor. The 12 credits must be MSMIS program courses. Other courses may be substituted only upon special request and with the approval of the MSMIS program director.

Students must meet with their assigned MSMIS faculty advisor after provisional acceptance into the program and before the beginning of the following term to fill out the MSMIS provisional program plan outlining the 12 jointly applied credits planned during their remaining undergraduate degree completion work and the courses planned or already taken to meet the MSMIS foundation requirements. Each program plan must be signed and dated by the student, the MSMIS degree advisor, and the undergraduate degree advisor.

The approved jointly applied credits will fulfill MSMIS degree requirements as specified in the approved MSMIS provisional program plan. Undergraduate students must earn a grade of B or higher in each course applied toward the MSMIS degree requirements.

MSMIS DEGREE REQUIREMENTS

Successful completion of all required foundation courses, or their equivalents, core courses, and elective courses with a cumulative grade-point average of 3.0 or higher is required to meet degree requirements. All required course work must be completed within six years of matriculation into the program.

FOUNDATION COURSE WAIVERS

Waiver of foundation courses generally requires that courses used as a basis for the waivers are comparable in content to the MSMIS foundation courses, were taken within the last 10 years from a regionally-accredited college or university, and were completed with a grade of B or higher. Waivers are not granted solely on the basis of work experience.

A waived foundation course will not require substitution of another MSMIS course. Credits are not given for waived foundation courses.

Depending on the number of foundation courses completed or waived, a student might enter the program required to take only the core and elective courses. Final determination of a waiver is made by the MSMIS program director.

After admission to the MSMIS program, students cannot submit portfolios for waiver or substitution of foundation courses. If portfolio credits were earned prior to admission to the MSMIS program and are considered equivalent to foundation course work, the portfolio credit may be recognized. The MSMIS program director has final approval of all portfolio credit for applicability to MSMIS foundation course work. Portfolio credit is not an option for graduate-level course work in the MSMIS program.

TRANSFER COURSES

Ordinarily, a maximum of six graduate credits can be transferred into the MSMIS program. To be accepted for transfer credit, courses must have been taken from a regionally-accredited institution within the last 10 years with a minimum grade of B and must directly relate to one of the MSMIS program courses. Transfer credit is not given for internship or practicum experiences.

ORIENTATION SESSION

Prior to the start of every term, new students are expected to participate in the College's orientation session. This session, offered through the Office of Advising Services, includes introductions of College staff, relevant University policies and procedures, and computer and library resources.

REQUIREMENTS FOR CONTINUANCE IN THE MSMIS PROGRAM

All matriculated MSMIS students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the MSMIS program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) each semester/session to remain in good academic standing. Any student whose cumulative GPA is below 3.0 at the end of any term (fall, spring, or summer) will have the following term to correct the deficiency.

A student who earns three Cs (C+ and C- included) or one F in graduate courses in the program will automatically be dismissed from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

READMISSION TO THE MSMIS PROGRAM

Students who have not attended the University for three consecutive semesters must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the six-year limit from time of first admission is still in effect. Academic work that was completed more than six years before the date at which the MSMIS is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the program director for an extension. Such requests must be received at least one month prior to the end of the student's original six-year time limit.

A student who has been dismissed from the program may apply for readmission after a lapse of three semesters/sessions. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

Foundation Courses (0-15 credits)

Any or all of the foundation courses may be waived, depending on professional experience, previous course work, or certification. Final determination of a waiver is made by the program director.

BPST 316 *or equivalent* (3 credits)
CIST 302, 303 *or equivalent* (3 credits)
CIST 299, 302, 303, 401, 404, 405 *or equivalent* (3 credits)
LRSP 311, 331 *or equivalent* (3 credits)
LRSP 306, 412, 435 *or equivalent* (3 credits)

Note: *It is highly recommended that students complete foundation courses or their equivalents prior to taking graduate-level courses. Any student who earns a grade below C in a foundation course taken at the University must retake the course and earn a C or higher.*

Core Courses (24 credits)

MBUS 550 Computer-Based Decision Support Systems (3 credits)
MMIS 500 Management Information Systems (3 credits)
MMIS 505 Information System Analysis and Design (3 credits)
MMIS 510 Information Security Management (3 credits)
MMIS 515 Information Technology Project Management (3 credits)
MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)
MMIS 590 MIS Research Project (3 credits)
MMIS 591 MIS Externship (3 credits)

Elective Courses (12 credits to be selected)

MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
MBUS 555 Knowledge Management Systems (3 credits)
MBUS 595 Strategic Management (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprise Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)
MSCS 501 Organization of Programming Languages (3 credits)
MSCS 505 Operating Systems (3 credits)
MSCS 510 Database Principles and Design (3 credits)
MSCS 514 Network Principles and Applications (3 credits)
MSCS 515 Artificial Intelligence (3 credits)
MSCS 520 Simulation Techniques (3 credits)
MSCS 525 Parallel Processing (3 credits)
MSCS 530 Software Engineering (4 credits)
MSCS 540 Game Programming (3 credits)
MSCS 544 Three Dimensional Computer Graphics (3 credits)
MSCS 570-577 Selected Topics in Computer Science (3 credits)
MSCS 591 Individual Study in Computer Science (1-3 credits)

MASTER OF BUSINESS ADMINISTRATION AND MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS (MBA-MSMIS DUAL DEGREE PROGRAM)

In today's highly competitive, increasingly technical, and rapidly changing global economy, this dual degree option allows students to better position themselves for sustained competitive advantage upon graduation. The dual program provides students with the management and leadership skills and the technical skills required for the global marketplace.

ADMISSION REQUIREMENTS

Admission to the MBA-MSMIS program is based upon a variety of factors: academic achievements, professional work experience, professional goals, and professional recommendations. The following are admission requirements for the MBA-MSMIS program:

1. A completed application;
2. An earned baccalaureate degree from a regionally-accredited college or university;
3. Official transcripts of all completed undergraduate and graduate course work;
4. A minimum undergraduate grade-point average (GPA) of 3.0 on a 4.0 scale during the last 60 credits of the baccalaureate program. Students

whose undergraduate GPA is lower than 3.0 may be required to take the GMAT or GRE;

5. A résumé outlining experiences and education, including one year (or more) of professional experience;
6. Three professional or academic recommendations;
7. A statement of professional goals and how the MBA-MSMIS will help achieve them; and
8. Demonstration of competency on the Test of English as a Foreign Language, as necessary, if the student's native language is not English.

MBA-MSMIS DEGREE REQUIREMENTS

Successful completion of all required foundation courses or their equivalents, as well as core courses for the MBA and the MSMIS, with a cumulative grade-point average of 3.0 or higher is required for the dual degree. All required course work must be completed within eight years of matriculation into the program.

FOUNDATION COURSE WAIVERS

Waiver of foundation courses generally requires that courses used as a basis for the waivers are comparable in content to the MBA-MSMIS foundation courses, were taken within the last 10 years from a regionally-accredited college or university, and were completed with a grade of B or higher. Waivers are not granted solely on the basis of work experience.

A waived foundation course will not require substitution of another MBA-MSMIS course. Credits are not given for waived foundation courses. Depending on the number of foundation courses waived, a student might enter the program required to take only the core courses. Final determination of a waiver is made by the appropriate program director.

After admission to the MBA-MSMIS program, students cannot submit portfolios for waiver or substitution of foundation courses. If portfolio credits were earned prior to admission to the MBA-MSMIS program and are considered equivalent to foundation course work, the portfolio credit may be recognized. The appropriate program director has final approval of all portfolio credit for applicability to MBA-MSMIS foundation course work. Portfolio credit is not an option for graduate-level course work in the MBA-MSMIS program.

TRANSFER COURSES

Ordinarily, a maximum of six graduate credits can be transferred into the MBA-MSMIS program. To be accepted for transfer credit, courses must have been taken from a regionally-accredited institution within the last six years with a minimum grade of B and must directly relate to one of the MBA or

MSMIS core courses. Transfer credit is not given for internship or practicum experiences.

ORIENTATION SESSION

Prior to the start of every term, new students are expected to participate in the College's orientation session. This session, offered through the Office of Advising Services, includes introductions of College staff, relevant University policies and procedures, and computer and library resources.

REQUIREMENTS FOR CONTINUANCE IN THE MBA-MSMIS PROGRAM

All matriculated MBA-MSMIS students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the MBA-MSMIS program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) each semester/session to remain in good academic standing. Any student whose cumulative GPA is below 3.0 at the end of any term (fall, spring, or summer) will have the following term to correct the deficiency.

A student who earns three Cs (including C+ and C-) or one F in graduate courses in the program will automatically be dismissed from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

READMISSION TO THE MBA-MSMIS PROGRAM

Students who have not attended the University for three consecutive semesters must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the eight-year limit from time of first admission is still in effect. Academic work that was completed more than six years before the date at which the MBA-MSMIS is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the program director for an extension. Such requests must be received at least one month prior to the end of the student's original eight-year time limit.

A student who has been dismissed from the program may apply for readmission after a lapse of three semesters/sessions. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

Foundation Courses (1-31 credits)

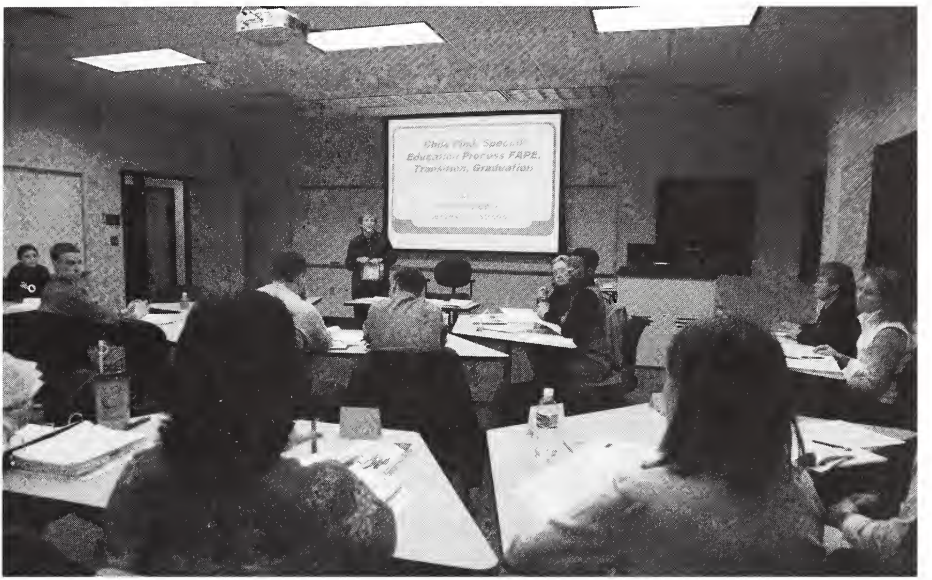
ACCT 201 Accounting for Managers (3 credits)
BPST 314 Business Legal Environment (3 credits)
BPST 316 Statistics for Managers (3 credits)
CIST 302, 303 *or equivalent* (3 credits)
CIST 299, 302, 303, 401, 404, 405 *or equivalent* (3 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 311 The Management Process (3 credits)
LRSP 331 Organizational Behavior (3 credits)
LRSP 400 Introduction to the MBA Program (1 credit)
LRSP 412 Marketing for Managers (3 credits)
LRSP 433 Production/Operations Management (3 credits)

Notes: *(1) It is highly recommended that students complete MSMIS foundation course requirements or their equivalent prior to taking MSMIS graduate courses; and (2) For students admitted fall 2007 or later, all foundation courses must be completed before enrolling in MBA courses, with the exception of MBUS 501A and MMIS 500. Any student who earns a grade below C in a foundation course taken at the University must retake the course and earn a C or higher.*

Core Courses (60 credits)

MBUS 501A Organization Theory and Design (3 credits)
MBUS 502 Financial Decision Making for Managers (3 credits)
MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 529 Quantitative Business Modeling (3 credits)
MBUS 548 Managerial Economics (3 credits)
MBUS 550 Computer-Based Decision Support Systems (3 credits)
MBUS 595 Strategic Management (3 credits)
MBUS or MMIS course (3 credits)
MMIS 500 Management Information Systems (3 credits)
MMIS 505 Information System Analysis and Design (3 credits)
MMIS 510 Information Security Management (3 credits)
MMIS 515 Information Technology Project Management (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprising Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)
MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)
MMIS 590 MIS Research Project (3 credits)
MMIS 591 MIS Externship (3 credits)

MASTER OF EDUCATION



TRACK I: THE POST-BACCALAUREATE INITIAL TEACHER LICENSURE PROGRAM WITH AN M.ED. OPTION

TRACK II: THE M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED TEACHING ENDORSEMENT

There are two tracks in the Master of Education (M.Ed.) program: Track I, the Post-Baccalaureate Initial Teacher Licensure Program with an M.Ed. option, and Track II, the M.Ed. for practicing teachers who already possess initial licensure and are seeking professional development, license renewal, or an added endorsement. The M.Ed. program is designed to be broad in scope and flexible enough to meet the needs of adult learners, with courses offered in the evenings and on weekends.

TRACK I
THE POST-BACCALAUREATE INITIAL TEACHER LICENSURE PROGRAM WITH AN M.ED. OPTION

The Post-Baccalaureate Initial Teacher Licensure Program is designed for adults who have earned a bachelor's degree, have some professional work experience, and want to obtain teaching credentials. Candidates with

at least three years of career experience may elect to pursue initial licensure only or take additional courses to complete the requirements for the M.Ed. Candidates who have completed the bachelor's degree in the past 12 months or who do not have three years of work experience must complete the M.Ed. option as well as the initial licensure program.

The primary goal of the program is to ensure that teacher candidates, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations and demonstrated by skillful teachers. The program requires the basic course work and field experiences prescribed by the Virginia Licensure Regulations for an initial teaching license but establishes, through advising, a personalized plan to ensure that all teaching and subject knowledge competencies are demonstrated and all standards are met.

Conceptual Framework

These are guiding principles for the Post-Baccalaureate Initial Teacher Licensure Program:

- Quality is crucial and must be maintained in all aspects of the program offered. Any flexibility allowed by the program must not jeopardize the quality of teachers prepared by it.
- All state standards will be met; teacher candidates will effectively address the Virginia Standards of Learning in the classroom. Screening/assessment of individual strengths and deficiencies in meeting the standards will occur throughout the program.
- Collaboration with the entire community, e.g., program participants, school division personnel, mentor teachers, and Virginia Department of Education (VDOE) staff, will ensure that the quality of the program is maintained and that the program is meeting the needs of the community.
- The program will be as field-based as practicable, i.e., hands-on, with a strong mentoring component.
- Program courses and field experiences emphasize reflection, inquiry and research, the use of technology, and an ethic of care for diversity.

The complete Conceptual Framework is available at
www.umw.edu/cgps/med/conceptual_framework_for_e

The program has three components: endorsement requirements, professional studies requirements, and M.Ed. completion requirements.

Endorsement requirements are typically met prior to enrollment in the program. For example, someone who wishes to teach mathematics should have the equivalent of a mathematics major in course work or experience, or be prepared to make up the course work deficiencies. The two exceptions

to this model are English as a Second Language and Special Education. Graduate-level course work is available as a part of the program to fulfill those endorsement requirements.

Any request for waiver of endorsement course work for life/work experience must be approved by the faculty advisor first and fulfilled by enrolling in and satisfactorily completing PORT 101 Portfolio Development. Portfolio(s) must be submitted within 12 months of completion of the portfolio course and at least one full semester or session prior to anticipated graduation/completion of program requirements. Presentation of a portfolio does not guarantee that credit will be awarded. Portfolio credit is recorded as undergraduate credit. Separate portfolios must be submitted for each discipline. Portfolios are assessed by qualified, formally appointed assessors. ***Further information on Portfolio (Credit for Life/Work Experience) is available in the Bachelor of Professional Studies section.***

Professional Studies Credit Requirements for the Initial Teacher Licensure Programs:

Program	Elementary Education	Middle Education	Secondary Education	PreK-12 Education	K-12 Special Education
Credits Required	31	31	27	27	31

Note: *Individuals who go beyond initial licensure to complete the M.Ed. take an additional 15 credits of graduate work.*

Full-time participants in this program—with the exception of English as a Second Language (ESL) and special education endorsements—can typically complete initial licensure course work in a year and a half. The additional 15 credits in the M.Ed. option could be completed within one year, if courses are taken along with initial licensure course work. Part-time students may typically take three or four years to fulfill licensure requirements.

Field mentorship (student teaching), required for all licensure completers in Track I, is a 14-week field-based teaching experience in the appropriate grade level or subject area. Self-analysis and reflection on planned and implemented instruction and frequent conferences with the mentor teacher and the university supervisor are prominent aspects of the experience. Prospective teachers meet as a group throughout the experience for seminars and workshops. Because field mentorship must be a supervised experience, student teaching placements are made in schools local to the College. Any waiver of student teaching must be approved by the program director prior to the year of scheduled teaching in the endorsement sought. Students seeking such a waiver must teach in a state-approved, accredited school.

Initial Teacher Licensure Programs

- Elementary Education (PreK-6)
- Middle Education (6-8)
- Secondary Education (6-12) Endorsements
  - Computer Science
  - English
  - History and Social Sciences
  - Mathematics
  - Science
    - Biology
    - Chemistry
    - Earth Science
    - Physics
- Vocational Education
  - Business and Information Technology
  - Marketing Education
- PreK-12 Endorsements
  - Art
  - English as a Second Language
  - Foreign Language
    - French
    - German
    - Spanish
    - Latin
  - Music
    - Vocal/Choral
    - Instrumental
- K-12 Endorsements
  - Special Education General Curriculum

ADMISSION, CONTINUANCE, AND EXIT REQUIREMENTS FOR TRACK I LICENSURE PROGRAM

Admission Requirements for the Program

The following requirements are necessary for admission to the Track I Program:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;

4. Competitive applicants are encouraged to have a cumulative grade-point average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on graduate course work;
5. A résumé outlining experiences and education. Candidates who have completed their bachelor's degree in the past 12 months and do not have three years of work experience must complete the M.Ed.;
6. Scores on PRAXIS I—reading, writing, and mathematics—tests (or qualifying SAT or ACT scores);
7. An interview, as necessary; and
8. Submission of two essays.

Note: *Admission to candidacy for the five-year renewable license occurs upon acceptance into EDCI 550 Field Mentorship.*

Continuance Requirements in the Track I Licensure Program

To remain in the program, a student must:

1. Obtain scores on PRAXIS I tests (or possess qualifying SAT or ACT scores) by the end of the student's first full year of study (excluding summer);
2. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550 Field Mentorship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 Field Mentorship results in dismissal from the program;
3. Demonstrate potential for teaching excellence as indicated by performance of course and field experience requirements and positive evaluations or indications of potential and growth by mentor teachers in field experience work;
4. Demonstrate endorsement/subject knowledge competence—by transcript review, evaluation by subject specialist/mentor teachers, PRAXIS II scores—and continued progress in fulfilling any assessed deficiencies. The student, with approval of the faculty advisor, develops an individual educational plan indicating any endorsement course/competency deficiencies and the agreed upon means of fulfilling them;
5. Demonstrate continuous progress in meeting all program requirements as established in the Program Handbook. This includes a self-inventory checklist of Virginia licensure standards and competencies, as well as pedagogical/professional standards and competencies; and

6. Obtain passing scores on the following state-required assessment instruments:

   – PRAXIS II tests (all programs);

   – The Virginia Communication and Literacy Assessment (all programs); and

   – The Virginia Reading Assessment (Elementary PreK-6 and Special Education programs only).

Note: *Admission to Candidacy for the Five-Year Renewable License requires acceptance into EDCI 550 Field Mentorship by being in good standing in the program. This includes having passing scores on all state-required tests including PRAXIS II, the Virginia Communication and Literacy Assessment, and the Virginia Reading Assessment, as well as successful completion of all professional studies and endorsement course work. Passing PRAXIS I scores (or qualifying SAT or ACT scores) are strongly recommended for admission into EDCI 550. (The program advisor must be satisfied that basic skills are met if PRAXIS I scores are not passing.) Applications are due the prior semester. Deadlines for application are October 1 for spring and February 1 for fall.*

The program advisor assesses the progress of the teacher candidate each session. The program faculty reviews the student's status if the student is not in good academic standing, performs unsatisfactorily in field experience, fails to work toward fulfilling endorsement deficiencies, fails to make progress in completing program requirements, fails to take the PRAXIS I test (or does not possess qualifying SAT or ACT scores) within one year, or fails to pass any of the following: PRAXIS II tests (all programs), the Virginia Communication and Literacy Assessment (all programs), and the Virginia Reading Assessment (Elementary PreK-6 and Special Education programs only) by the end of the program. The faculty review determines whether the student is allowed to continue in the program. If allowed to continue, the faculty determines the requirements and time frame necessary to regain "good standing" status.

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

Exit Requirements for the Track I Licensure Program

The student must:

1. Complete all course work and field experiences with at least a 3.0 (B) GPA;
2. Obtain passing scores on state-required PRAXIS II tests (all programs), the Virginia Communication and Literacy Assessment (all programs), and the Virginia Reading Assessment (Elementary PreK-6 and Special Education programs only);

3. Perform at an acceptable level in EDCI 550 Field Mentorship, as indicated by: mentor teacher and university supervisor evaluations, successful completion of a portfolio on CD-ROM, and a final grade of B- or higher; and
4. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor.

Readmission to the Track I Licensure Program

Students in the following categories must apply for readmission to the program:

1. Those who have not attended the University for three consecutive semesters; or
2. Those who were dismissed from the program for failure to take PRAXIS I.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be used to satisfy the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the program director for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

ADMISSION, CONTINUANCE, AND EXIT REQUIREMENTS FOR THE TRACK I M.ED.

Admission Requirements for the Track I M.Ed.

The following are requirements for admission to the Track I Post-Baccalaureate Initial Teacher Licensure Program with the M.Ed. Option:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;
4. Competitive applicants are encouraged to have a cumulative grade-point average (GPA) of 2.5 or higher on undergraduate course work, and 3.0 or higher cumulative GPA on graduate course work;
5. A résumé outlining experiences and education. Candidates who have completed their bachelor's degree in the past 12 months and do not

have three years of work experience must complete the M.Ed.;

6. Scores on PRAXIS I—reading, writing, and mathematics—tests (or qualifying SAT or ACT scores);
7. An interview, as necessary; and
8. Submission of two essays.

Continuance Requirements for the Track I M.Ed.

To remain in the program, a student must:

1. Obtain scores on PRAXIS I tests (or possess qualifying SAT or ACT scores) by the end of the student's first full year of study (excluding summer); a student who does not obtain Praxis I scores by the end of the first year of study will not be allowed to continue in the program;
2. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work. A grade of D+ or lower in a course results in dismissal from the program; and
3. Demonstrate potential for teaching excellence as indicated by performance in course work; this includes a self-inventory checklist of Virginia licensure standards and competencies, as well as pedagogical/professional standards and competencies.

The faculty advisor assesses the progress of the M.Ed. candidate each session. If the student is not in good academic standing, fails to make progress in completing program requirements, or does not take PRAXIS I tests (and does not possess qualifying SAT or ACT scores) within one year, the faculty advisor requests that the program faculty review the status of the student. The faculty review determines whether the student is allowed to continue in the program. If allowed to continue, the faculty determines the requirements and time frame necessary to regain "good standing" status.

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

Exit Requirements for the Track I M.Ed.

The student must:

1. Complete the required course of study for the M.Ed. with a minimum of 33 credits (excluding practica and field mentorship credits) with at least a 3.0 (B) GPA;
2. Obtain scores on PRAXIS I tests (or possess qualifying SAT or ACT scores); and
3. Complete all M.Ed. requirements as verified through an exit

interview with the faculty advisor. A degree application must be submitted by mid-February of the year before the student expects to graduate.

Readmission to the Track I M.Ed.

Students in the following categories must apply for readmission to the program:

1. Those who have not attended the University for three consecutive semesters; or
2. Those who were dismissed from the program for failure to take PRAXIS I.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the M.Ed. is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the program director for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

MAJOR COURSE OF STUDY: ELEMENTARY EDUCATION ENDORSEMENT

Candidates for licensure in this program should possess a bachelor's degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content fields (English, mathematics, history/social science, and science). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (31 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the Elementary Education Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 502 Educational Goals and Practices I: Elementary (3 credits)
EDCI 503 Practicum in Goals and Practices I: Elementary (1 credit)
EDCI 504 Educational Goals and Practices II: Elementary (3 credits)
EDCI 505 Practicum in Goals and Practices II: Elementary (1 credit)
EDCI 506 Foundations of American Education (3 credits)

EDCI 507 Early Literacy and Language Development (3 credits)
EDCI 508 Practicum in Early Literacy and Language Development (1 credit)
EDCI 509 Language and Literacy Development (3 credits)
EDCI 510 Practicum in Language and Literacy Development (1 credit)
EDCI 550 Field Mentorship (6 credits)
ITEC 501 Instructional Technologies (3 credits)

MAJOR COURSE OF STUDY: MIDDLE EDUCATION ENDORSEMENT

Candidates for licensure in this program should possess a bachelor's degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content areas (the equivalent of 21 credits each in two of the following areas of concentration: English, mathematics, science, and history/social sciences). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (31 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the Middle Education Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 509 Language and Literacy Development (3 credits)
EDCI 510 Practicum in Language and Literacy Development (1 credit)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
EDCI 513 Educational Goals and Practices: Middle School (3 credits)
EDCI 514 Practicum in Goals and Practices: Middle School (1 credit)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)
EDCI 550 Field Mentorship (6 credits)
ITEC 501 Instructional Technologies (3 credits)

MAJOR COURSE OF STUDY: SECONDARY EDUCATION ENDORSEMENTS

Candidates for licensure in this program should possess a bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought, i.e., a major in English if they wish to teach English. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement subject area. Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (27 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the Secondary Education Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)
EDCI 517 Educational Goals and Practices: Secondary School (3 credits)
EDCI 518 Practicum in Goals and Practices: Secondary School (1 credit)
EDCI 550 Field Mentorship (6 credits)
ITEC 501 Instructional Technologies (3 credits)

MAJOR COURSE OF STUDY: PREK-12 EDUCATION ENDORSEMENTS (EXCLUDING SPECIAL EDUCATION)

Candidates for licensure in this program should possess a bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought, i.e., a major in art if they wish to teach art. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement subject area. Transcript review, portfolio, PRAXIS II scores, and other forms of

assessment may determine proficiency in these competencies. English as a Second Language (ESL) endorsement course work is offered at the College (see below). Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (27 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the PreK-12 Education Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 502 Educational Goals and Practices I: Elementary (3 credits)
EDCI 503 Practicum in Goals and Practices I: Elementary (1 credit)
EDCI 506 Foundations of American Education (3 credits)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)
EDCI 550 Field Mentorship (6 credits)
ITEC 501 Instructional Technologies (3 credits)

English as a Second Language Endorsement Courses (15 credits)

Prerequisite: six credits in a modern foreign language

In addition to the 27 credits of professional studies course work outlined above, the following endorsement courses are required of all candidates seeking ESL endorsement:

TESL 500 Introduction to English Linguistics (3 credits)
TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)
TESL 512 Second Language Acquisition (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
TESL 530 Second Language Teaching Methods (3 credits)

MAJOR COURSE OF STUDY: K-12 SPECIAL EDUCATION ENDORSEMENT (GENERAL CURRICULUM)

Candidates for licensure in this program must possess a bachelor's degree and complete the endorsement requirements to teach students with disabilities who are accessing the general curriculum. Candidates must complete the professional studies and endorsement course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and endorsement area. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (31 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the K-12 Special Education Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 507 Early Literacy and Language Development (3 credits)
EDCI 508 Practicum in Early Literacy and Language Development (1 credit)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
EDCI 550 Field Mentorship (6 credits)
EDSE 519 General and Special Education Goals and Practices: Elementary (3 credits)
EDSE 520 Practicum in Special Education: Elementary (1 credit)
EDSE 521 Language and Literacy for Special Populations (3 credits)
EDSE 522 Practicum in Language and Literacy for Special Populations (1 credit)
ITEC 501 Instructional Technologies (3 credits)

Special Education Endorsement Courses (12 credits)

In addition to the 31 credits of professional studies course work outlined above, the following endorsement courses are required of all candidates seeking Special Education endorsement:

EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
EDSE 533 Positive Approaches to Behavior Management (3 credits)

EDSE 534 Assessment, Evaluation, and Instructional Planning (3 credits)
EDSE 535 Collaborative Consultation and Transition Planning (3 credits)

Completing the M.Ed. Option (15 credits)

A minimum of 33 credits, excluding practica and field mentorship credits, is required for the M.Ed. The following courses, or their equivalents, beyond the initial licensure professional studies course work are required of all candidates for the M.Ed.:

EDCI 589 Applied Research (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
Selected courses, in consultation with advisor (6 credits)

Candidates seeking an ESL endorsement can substitute a TESL course in place of EDSE 531; candidates seeking Special Education endorsements can substitute an EDSE course in place of TESL 514.

TRACK II
THE M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT

The Master of Education degree is also offered for practicing teachers who already possess initial licensure and seek professional development, license renewal, or an added teaching endorsement. Candidates for the M.Ed. take nine credits of required course work, as well as the courses required for a 27-credit core specialization, for a total of 36 credits to complete the program. Students may typically take two or more years to complete the degree requirements.

Conceptual Framework

Students in this program must possess a collegiate professional or postgraduate professional Virginia license. It is a program designed for the professional development of teachers, either to support their present work in the classroom or to lead to an added teaching or administration endorsement. These are the guiding principles for this M.Ed. program:

- Quality is crucial and must be maintained in all aspects of the program.
- Collaboration with the entire community, e.g., program participants, school division personnel, VDOE staff, will ensure the quality and currency of the program and that the program is meeting state requirements and the needs of the community.

- The program will focus on meeting the needs of practicing teachers; it will strive to offer current, applied knowledge with the primary goal of producing educational and instructional leaders.
- Program courses and field experiences emphasize reflection, inquiry and research, the use of technology, and an ethic of care for diversity.

The complete Conceptual Framework is available at www.umw.edu/cgps/med/conceptual_framework_for_e

CORE PROGRAMS

- Diverse Student Populations (fulfills gifted education endorsement requirements)
- Educational Leadership (fulfills administration and supervision endorsement requirements)
- English as a Second Language (fulfills ESL endorsement requirements)
- Instructional Technology Leadership
- Literacy Specialist (fulfills reading specialist endorsement requirements)
- Secondary Mathematics (in cooperation with the College of Arts and Sciences, Fredericksburg campus)
- Special Education (fulfills General Curriculum endorsement requirements)

Note: *Certificates in Educational Leadership, Gifted Education, Instructional Technology Leadership, Literacy Specialist, Teaching English as a Second Language, and Teaching Students with Autism are offered.* ***Information is available in the Education Certificates section.***

ADMISSION, CONTINUANCE, AND EXIT REQUIREMENTS FOR THE TRACK II M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT

Admission Requirements for the Track II M.Ed.

The following are requirements for admission to the Track II M.Ed. for Professional Development or Added Endorsement. A student must:

1. Submit a completed application for admission;
2. Submit official transcripts of all undergraduate and graduate course work;
3. Have earned an undergraduate degree from a regionally-accredited college or university;

4. Have an undergraduate GPA of 2.5 or higher—2.75 or higher for the Educational Leadership Program—on undergraduate course work and 3.0 or higher on graduate course work;
5. Provide a résumé outlining work experience and education;
6. Provide verification of the collegiate professional or postgraduate professional license; and
7. Submit two essays.

An interview, initiated by the Admissions Committee, may be required as part of the admission process.

Additional admission requirements for the Educational Leadership Program include:

1. Three years of experience as a licensed teacher;
2. Three current, sealed references from immediate supervisor and others qualified to address teaching performance and leadership potential;
3. An interview; and
4. A writing exercise as part of the interview that may involve responding to a case study or producing a sample administrative letter.

Continuance Requirements for the Track II M.Ed.

A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in dismissal from the program. A student must be in good standing for admission into EDCI 551 Field Internship. EDCI 551 is by application only. Deadlines for application are October 1 for spring and February 1 for summer and fall.

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

Exit Requirements for the Track II M.Ed.

Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA. To acquire a school personnel licensure endorsement, which is not necessarily connected to degree completion, all endorsement requirements must be met for the endorsement sought. In the case of the administration and supervision endorsement, this includes a qualifying score on the School Leaders Licensure Assessment. In the case of the reading specialist endorsement, this includes a qualifying score on the Virginia Reading Assessment. Once all course work

is completed, application for the add-on endorsement is made to the VDOE through the school division's personnel office.

Readmission to the Track II M.Ed. for Professional Development or Added Endorsement

Students who have not attended the University for three consecutive semesters must apply for readmission. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from the time of first admission is still in effect. Academic work that was completed more than four years before the date at which the M.Ed. is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the program director for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

REQUIRED OF ALL PROGRAMS IN TRACK II M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT (9 CREDITS)

EDCI 546 Evaluation for Instructional Improvement* (3 credits)
EDCI 590 Individual Research (3 credits)
ITEC 501 Instructional Technologies* (3 credits)

*Educational Leadership students are required to complete EDEL 548 Evaluation for Instructional Improvement in place of EDCI 546 and ITEC 545 Leadership in Educational Technology in place of ITEC 501.

DIVERSE STUDENT POPULATIONS CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

This concentration is designed to enhance the skills of the classroom practitioner in meeting the needs of diverse student populations. Individuals can elect to pursue the gifted education endorsement.

Required Courses (9 credits)

EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
TESL 514 Cross-Cultural Education (3 credits)

Elective Courses (18 credits)

Courses may be selected from other programs—ESL, gifted education, special education (including courses in teaching students with autism), secondary mathematics, literacy, and instructional technology leadership courses—with approval of the advisor. Selections may be designed to fulfill

the gifted endorsement requirements, as follows:

EDCI 541 Identification and Assessment of Gifted Students (3 credits)
EDCI 542 Teaching Gifted Learners (3 credits)
EDCI 543 Differentiated Curriculum for the Gifted (3 credits)
EDCI 551 Field Internship (3 credits)
May be waived with appropriate experience.

Note: *A Graduate Certificate in Gifted Education is also offered.* ***Information is available in the Education Certificates section.***

EDUCATIONAL LEADERSHIP CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

This program is offered in a cohort format and fulfills administration and supervision endorsement requirements. A passing score on the School Leaders License Assessment is required.

Required Courses

EDEL 539 Special Education Leadership in Schools (3 credits)
EDEL 540 Leadership for Learning and Diverse Student Populations (3 credits)
EDEL 541 Developing, Administering, and Evaluating Curriculum (3 credits)
EDEL 542 Managing Schools and School-Community Relationships (3 credits)
EDEL 543 Professional Development and Supervision of School Personnel (3 credits)
EDEL 545 School Law and Society (3 credits)
EDEL 546 Educational Policy and Decision Making (3 credits)
EDEL 547 Literacy Leadership for Administrators (3 credits)
EDEL 551 Internship in Educational Leadership (3 credits)

Note: *A Graduate Certificate in Educational Leadership is also offered.* ***Information is available in the Education Certificates section.***

ESL CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

Prerequisite: six credits in a modern foreign language

This program is designed to enhance the skills of the classroom practitioner in meeting the needs of nonnative speakers of English. The program also leads to a graduate certificate in TESL.

Required Courses (18 credits)

EDCI 515 Language and Literacy Across the Curriculum (3 credits)
TESL 500 Introduction to English Linguistics (3 credits)
TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)
TESL 512 Second Language Acquisition (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
TESL 530 Second Language Teaching Methods (3 credits)

Elective Courses (9 credits from the following, or related courses with advisor approval)

TESL 502A Sociolinguistics and Cross-Cultural Communication (3 credits)
TESL 510 Applied English Phonetics and Phonology (3 credits)
TESL 513 Special Studies in Linguistics and Language Learning (3 credits)

Note: *A Graduate Certificate in Teaching English as a Second Language is also offered.* ***Information is available in the Education Certificates section.***

INSTRUCTIONAL TECHNOLOGY LEADERSHIP CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

This program is offered in a cohort format and prepares K-12 teachers and other school personnel in learning theories, instructional design and development, assessment and evaluation, emerging and assistive technologies, computer-based learning, and the planning and assessment of technology tools across the school system. The program is designed for students interested in integrating technology within their school systems, schools, or classrooms. Courses are for students in any teaching discipline who want to enhance their professional skills in instructional technology. Graduates are employed in public and private education as teachers, instructional leaders, and instructional technology resource teachers. The competencies addressed in this program reflect the International Society for Technology in Education National Education Technology Standards (ISTE/NETS) for teachers and administrators, as well as local and Virginia state standards.

Required Courses

ITEC 510 Foundations and Theories of Instructional Technology (3 credits)
ITEC 520 Assessment and Evaluation in Instructional Technology (3 credits)
ITEC 521 Information Literacy in the Digital Age (3 credits)
ITEC 522 Distance Learning and Collaboration (3 credits)
ITEC 530 Instructional Design (3 credits)
ITEC 531 Emerging and Assistive Technologies (3 credits)

ITEC 545 Leadership in Educational Technology (3 credits)
ITEC 546 Administration and Management of Technology Initiatives in Education (3 credits)
ITEC 547 Special Topics in Instructional Technology (3 credits)

Note: *A Graduate Certificate in Instructional Technology Leadership is also offered.* ***Information is available in the Education Certificates section.***

LITERACY SPECIALIST CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

This program leads to a reading specialist endorsement and prepares teachers to take a reading specialist position in a school or district. The courses are designed to prepare reading/literacy specialists in the areas of foundational knowledge, instructional strategies and curriculum development, assessment and intervention, literacy in communication, and literacy leadership. The program supports local school districts and the Virginia Department of Education in improving reading performance through highly qualified reading professionals, as well as addressing the designated state teacher shortage in the area of reading specialist.

Required Courses

EDLS 540 Psychology of Literacy (3 credits)
EDLS 541 Linguistic Foundations of Literacy (3 credits)
EDLS 542 Literacy Curriculum and Instruction I: Elementary (3 credits)
EDLS 543 Literacy Curriculum and Instruction II: Adolescent (3 credits)
EDLS 544 Literacy Assessment and Evaluation (3 credits)
EDLS 545 Writing Process and Instruction (3 credits)
EDLS 546 Leadership in Literacy Education (3 credits)
EDLS 547 Literacy and Diverse Student Populations (3 credits)
EDLS 548 Internship: Applied Literacy Research (3 credits)

A passing score on the Virginia Reading Assessment for reading specialists is required for endorsement.

Note: *A Graduate Certificate in Literacy Specialist is also offered.* ***Information is available in the Education Certificates section.***

SECONDARY MATHEMATICS CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

Note: *Offered in cooperation with the College of Arts and Sciences, Fredericksburg campus.*

This program is offered in a cohort format and is intended for licensed teachers who have a strong background in undergraduate mathematics, preferably a bachelor's degree with a major in mathematics. The courses are

designed to strengthen the content and pedagogical knowledge of teachers and to better prepare them to teach Advanced Placement and International Baccalaureate courses and the dual enrollment courses offered at high schools in cooperation with community colleges. A minimum of 36 credits is required for the degree.

Required Courses (6 credits)

MAED 501 Calculus for Teachers (3 credits)
MAED 540 Teaching Mathematics in Middle and Secondary Schools (3 credits)

Elective Courses (21 credits to be selected)

MAED 502 Analysis for Teachers (3 credits)
MAED 510 Linear Algebra for Teachers (3 credits)
MAED 520 Discrete Mathematics for Teachers (3 credits)
MAED 530 Probability and Statistics for Teachers (3 credits)
MAED 550 History of Mathematics (3 credits)
MAED 560 Geometry for Teachers (3 credits)
MAED 570 Algebra and Number Theory for Teachers (3 credits)
MAED 580 Mathematical Modeling for Teachers (3 credits)

SPECIAL EDUCATION CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

Fulfills General Curriculum endorsement requirements.

Required Courses (27 credits)

EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 551 Field Internship (3 credits)
May be waived with appropriate experience.
EDSE 519 General and Special Educational Goals and Practices: Elementary (3 credits)
EDSE 521 Language and Literacy for Special Populations (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
EDSE 533 Positive Approaches to Behavior Management (3 credits)
EDSE 534 Assessment, Evaluation, and Instructional Planning (3 credits)
EDSE 535 Collaborative Consultation and Transition Planning (3 credits)
Selected courses, in consultation with advisor (3-6 credits)

TITLE II REPORT FOR 2006-2007

The College of Graduate and Professional Studies submitted an Institutional Report to the Virginia Department of Education providing data on students completing the Teacher Education Program during the academic year 2006-2007. "Completers" are those students who complete the initial licensure program through student teaching and have met all Virginia requirements for licensure. Program completers are required to take the Virginia Communication and Literacy Assessment (reading and writing), the Virginia Reading Assessment (elementary and special education programs only), and PRAXIS II Specialty Area tests. Twenty-four completers are represented in the following information:

Aggregate Composite Scores—Basic Skills (VCLA):

Taking VCLA—Reading: 20
Passing VCLA—Reading: 20
Institutional Pass Rate: 100%
Statewide Pass Rate: 100%

Taking VCLA—Writing: 20
Passing VCLA—Writing: 20
Institutional Pass Rate: 100%
Statewide Pass Rate: 100%

Aggregate of All Academic Content Areas:

(e.g., Art, Elementary, English, Mathematics, Middle School, Social Studies)

Number of Completers

Taking Content Area Tests: 24
Passing Content Area Tests: 24
Institutional Pass Rate: 100%
Statewide Pass Rate: 99%

Summary Totals for Completers Taking All Required PRAXIS Tests and Pass Rates:

Number of Completers: 24
Number Passing: 24
Institutional Pass Rate: 100%
Statewide Pass Rate: 99%

Other Information Reported for Academic Year 2006-2007

Total students enrolled in the education program: 478
Students enrolled in supervised student teaching: 24
Full-time faculty supervising student teaching: 2
Part-time faculty supervising student teaching: 4
Student/faculty ratio for student teaching supervision: 4:1

Average number of hours required of students in supervised teaching: 420 hours (30 hours per week for 14 weeks).

The teacher preparation program is approved by the Commonwealth of Virginia. It is **not** designated as "low-performing" by the State as defined by section 208(a) of the Higher Education Act of 1998.

CERTIFICATES IN EDUCATION AND TEACHER LICENSE RENEWAL COURSES

ADMISSION REQUIREMENTS FOR EDUCATION CERTIFICATES

To be considered for one of the education certificates, the applicant must submit the following items to the Office of Admissions:

1. Application for Admission;
2. An essay detailing the applicant's career plans upon completion of the certificate;
3. Application for Virginia In-State Tuition Rates (if applicable);
4. Nonrefundable application fee;
5. Official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university; for Graduate Certificate in Literacy Specialist, official transcripts indicating completion of a master's degree from a regionally-accredited college or university are also required; and
6. A copy of a valid Virginia five-year renewable license (required for Literacy Specialist, Gifted Education, and Instructional Technology).

Note: *Students who wish to pursue the Graduate Certificate in Educational Leadership should refer to the following information for application procedures.*

GRADUATE CERTIFICATE IN EDUCATIONAL LEADERSHIP (MINIMUM OF 24 CREDITS)

This certificate program is offered for prospective students who possess a master's degree and wish to pursue the administration and supervision endorsement only. Admission, continuance, and exit requirements are the same as those for the M.Ed. in Educational Leadership. The certificate consists of 24 credits, which include the internship. Courses taken at other institutions and approved for the certificate must be officially transferred into the program. Application for the added endorsement is made through the school division's personnel office.

Required Courses (24 credits)

EDEL 539 Special Education Leadership in Schools (3 credits)
EDEL 540 Leadership for Learning and Diverse Student Populations (3 credits)
EDEL 542 Managing Schools and School-Community Relationships (3 credits)
EDEL 543 Professional Development and Supervision of School Personnel (3 credits)
EDEL 545 School Law and Society (3 credits)
EDEL 546 Educational Policy and Decision Making (3 credits)
EDEL 548 Evaluation for Instructional Improvement (3 credits)
EDEL 551 Internship in Educational Leadership (3 credits)

Note: *EDEL 541 Developing, Administering, and Evaluating Curriculum (3 credits) is not required but is strongly recommended for those certificate students without a master's degree in curriculum and instruction.*

GRADUATE CERTIFICATE IN LITERACY SPECIALIST (MINIMUM OF 24 CREDITS)

This certificate program provides teachers with the knowledge to become leaders in the area of literacy instruction and leads to the reading specialist endorsement. It is offered for prospective students who possess a master's degree and a valid Virginia postgraduate professional license. Courses taken at other institutions and approved for the certificate must be officially transferred into the program. Application for the added endorsement is made through the school division's personnel office.

Required Courses (24 credits)

EDLS 541 Linguistic Foundations of Literacy (3 credits)
EDLS 542 Literacy Curriculum and Instruction I: Elementary (3 credits)
EDLS 543 Literacy Curriculum and Instruction II: Adolescent (3 credits)
EDLS 544 Literacy Assessment and Evaluation (3 credits)

EDLS 545 Writing Process and Instruction (3 credits)
EDLS 546 Leadership in Literacy Education (3 credits)
EDLS 547 Literacy and Diverse Student Populations (3 credits)
EDLS 548 Internship: Applied Literacy Research (3 credits)

A passing score on the Virginia Reading Assessment for reading specialists is required for endorsement.

GRADUATE CERTIFICATE IN GIFTED EDUCATION (12 CREDITS)

A Graduate Certificate in Gifted Education is offered for prospective students who possess both a bachelor's degree and a valid Virginia collegiate professional or a postgraduate professional license, and who wish to pursue the gifted education add-on endorsement only. The certificate requires a minimum of 12 credits of graduate course work. An internship is also required for endorsement. However, if a candidate can document—to the satisfaction of the faculty and his/her school division personnel office—a year of successful, full-time teaching of heterogeneously or homogeneously grouped gifted students under the mentorship of a gifted-endorsed teacher, the three credits of internship may be waived. Competency in writing—grammar, usage, and mechanics—must also be demonstrated and documented. There must be assurance that all state-required competencies are met. Courses taken at other institutions and approved for the certificate must be officially transferred into the program. Once all course work is completed, application for the add-on endorsement is made to the Virginia Department of Education through the school division's personnel office.

Required Courses (12-15 credits)

EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDCI 541 Identification and Assessment of Gifted Students (3 credits)
EDCI 542 Teaching Gifted Learners (3 credits)
EDCI 543 Differentiated Curriculum for the Gifted (3 credits)
EDCI 551 Field Internship (3 credits)
May be waived with appropriate experience.

Competency: *An understanding of and proficiency in grammar, usage, and mechanics, and their integration in writing. If competency is not met through prior course work, TESL 511A Applied Linguistics: Grammar and Meaning is recommended.*

GRADUATE CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY LEADERSHIP (18 CREDITS)

This certificate is for teachers and other licensed school personnel who want to increase the use of technology in classrooms, have been assigned technology leadership roles in their school or district, or who possess a master's degree in education and want to focus on technology integration. This program is offered to prospective students who possess both a bachelor's degree and a valid Virginia collegiate professional or postgraduate professional license, and who wish to pursue further study in technologies that can be used in instruction. Courses taken at other institutions and approved for the certificate must be officially transferred into the program.

Required Courses (15 credits)

ITEC 501 Instructional Technologies (3 credits)
ITEC 510 Foundations and Theories of Instructional Technology (3 credits)
ITEC 521 Information Literacy in the Digital Age (3 credits)
ITEC 530 Instructional Design (3 credits)
ITEC 545 Leadership in Educational Technology (3 credits)

Elective Course (3 credits to be selected)

ITEC 520 Assessment and Evaluation in Instructional Technology (3 credits)
ITEC 531 Emerging and Assistive Technologies (3 credits)
ITEC 546 Administration and Management of Technology Initiatives in Education (3 credits)

GRADUATE CERTIFICATE IN TEACHING ENGLISH AS A SECOND LANGUAGE (18 CREDITS)

The Graduate Certificate in Teaching English as a Second Language is offered to prospective students who possess a bachelor's degree and six credits of modern foreign language. For teachers who possess a valid Virginia PreK-12 teaching license, the certificate leads to an additional endorsement in English as a Second Language (ESL). The courses also apply toward an add-on license for adult ESL. In addition, the certificate is an internationally recognized credential for teaching English in a variety of instructional settings overseas. Courses taken at other institutions and approved for the certificate must be officially transferred into the program. Application for the added endorsement is made through the school division's personnel office.

Note: *Official transcripts showing completion of six credits of foreign language are required prior to the awarding of the certificate. If a student's primary language is not English, all six credits must be in English.*

Required Courses (12 credits)

EDCI 515 Literacy and Language Across the Curriculum (3 credits)
TESL 500 Introduction to English Linguistics (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
TESL 530 Second Language Teaching Methods (3 credits)

Elective Courses (6 credits to be selected)

TESL 502A Sociolinguistics and Cross-Cultural Communication (3 credits)
TESL 510 Applied English Phonetics and Phonology (3 credits)
TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)
TESL 512 Second Language Acquisition (3 credits)
TESL 513 Special Studies in Linguistics and Language Learning (3 credits)

POST-BACCALAUREATE CERTIFICATE IN TEACHING STUDENTS WITH AUTISM, AND BCABA OPTION (9-18 CREDITS)

The College of Graduate and Professional Studies offers opportunities intended to enhance the effectiveness of licensed teachers and other professionals working with students with autism. The College offers three options, or avenues of study, to meet various professional development goals for individuals engaged with students with autism.

The first, a Certificate in Teaching Students with Autism, requires the completion of four graduate courses designed to assist licensed teachers in meeting the needs of students with autism. The second option, the Board Certified Associate Behavior Analyst (BCABA) Course Sequence, consists of three BCABA courses (with field experience hours required) that prepare students to take the BCABA exam. The BCABA Course Sequence is available to eligible students interested in completing the BCABA course work apart from the certificate. The third option combines the Certificate in Teaching Students with Autism and the BCABA course work, allowing individuals to earn the Certificate in Teaching Students with Autism while completing the three graduate courses (requiring field experience hours) necessary to take the BCABA exam.

Required Courses for the Certificate (12 credits)

EDSE 533 Positive Approaches to Behavior Management (3 credits)
EDSE 537 Characteristics of Students with Autism Spectrum Disorders (3 credits)
EDSE 538 Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3 credits)
ITEC 531 Emerging and Assistive Technologies (3 credits)

Required Courses for the BCABA Course Sequence (9 credits)

EDSE 527 Principles of Learning and Behavior* (3 credits)
EDSE 528 Basic Methods of Applied Behavior Analysis* (3 credits)
EDSE 529 Techniques in Behavior Analysis* (3 credits)

Required Courses for the Certificate with the BCABA Course Sequence (18 credits)

EDSE 527 Principles of Learning and Behavior* (3 credits)
EDSE 528 Basic Methods of Applied Behavior Analysis* (3 credits)
EDSE 529 Techniques in Behavior Analysis* (3 credits)
EDSE 537 Characteristics of Students with Autism Spectrum Disorders (3 credits)
EDSE 538 Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3 credits)
ITEC 531 Emerging and Assistive Technologies (3 credits)

*These three courses require field experience hours supervised by a Board Certified Behavior Analyst. Each of these courses meets BCABA standards for BCABA-related courses.

BCABA Course Sequence Only: Eligible applicants include individuals with a bachelor's degree, or who have permission from the instructor to take EDSE 527.

Note: *Each course in the certificate program meets Virginia Autism Council Competencies, and Council for Exceptional Children Standards, where appropriate.*

NATIONAL BOARD CERTIFICATION SUPPORT COURSES

The College of Graduate and Professional Studies offers the following support courses, at the request of local school divisions, for teachers seeking National Board Certification.

PDST 571B The Reflective Practitioner (3 credits)
PDST 571C Applied Leadership in Teaching and Learning (3 credits)

These courses are designed as extensive professional development experiences and support for teachers pursuing National Board Certification. Participants are mentored in effectively demonstrating their commitment to students and their learning, their knowledge of the subjects they teach, and their expertise in teaching those subjects to students. Participants also focus on their ability to manage and monitor student learning, to systematically reflect on their classroom practice, and to maintain involvement as members of learning communities. Topics include the five core propositions of the National Board for Professional Teaching Standards (NBPTS), national subject matter standards, research-based practice, using technology, understanding how students learn, developing support, and time management. The courses emphasize analytic and reflective writing, critical reading and research, writing to prompts, analyzing student work samples, and documenting teaching accomplishments (e.g., videotaping instruction). Participants are trained to mentor and lead other teachers in professional development and National Board Certification.

TEACHER LICENSE RENEWAL COURSES

A variety of teacher license renewal courses are offered in weekend and evening formats throughout the year. For specific courses, dates, and times, students should consult the current *Professional Development for Educators* schedule on the website at www.umw.edu/cgps, or call (540) 286-8000.

CENTER FOR PROFESSIONAL DEVELOPMENT

The primary purpose of the College of Graduate and Professional Studies' Center for Professional Development is to provide the region's business and professional community with high quality programs and services designed to enhance individual performance and organizational effectiveness. The Center's areas of expertise include management and professional development programs; organizational improvement services; technology training; and meeting and conference planning and management services.

MANAGEMENT AND PROFESSIONAL DEVELOPMENT PROGRAMS

The Center offers several training and certification programs on an open enrollment basis throughout the year. Current offerings include the Society for Human Resource Management (SHRM) Certification Prep Course, the SHRM Essentials of Human Resource Management course, and the Project Management Institute's (PMP) Certification Prep course. These programs also can be conducted on site and tailored to unique organizational needs. The Center has conducted on-site programs for clients that include Booz Allen Hamilton, Fairfax County Public Schools, Fairfax County Government, Northrop Grumman – Mission Systems, QinetiQ North America, MediCorp

Health System, BAE Systems, L3-Communications, and Spotsylvania County Information Services Department.

ORGANIZATIONAL IMPROVEMENT SERVICES

The Center, through its network of faculty members and experienced consultants, can provide an array of contracted training and consulting services, e.g., strategic planning, management development, management coaching, project management training, team building, and organizational assessment. Center clients include GEICO, Pratt Medical Center, Collegiate Funding Services, LLC (now JPMorgan Chase & Company), Capital One, Spotsylvania County Information Services Department, and the Office of the Spotsylvania County Administrator.

TECHNOLOGY TRAINING

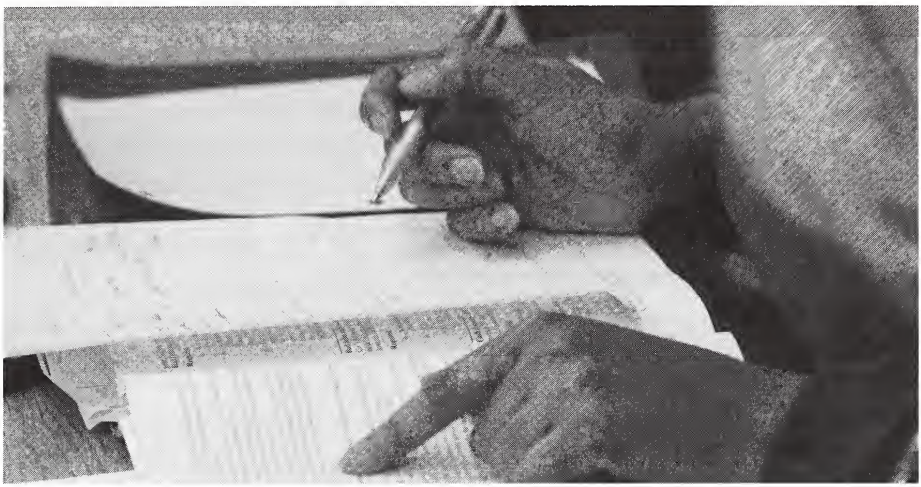
Professional staff members within the Center anticipate changes in the technology industry and provide high quality noncredit technical training by offering seminars, workshops, and courses to meet the needs of individuals, business, and government. Current IT certification programs include the Microsoft Certified Technology Specialist (MCTS) and the Microsoft Certified Application Specialist (MCAS), the industry-recognized Computing Technology Industry Association (CompTIA) A+, Network+, and Security+ certification programs in addition to the Certified Information Systems Security Professional (CISSP).

The Center also designs and delivers custom technology training solutions for both IT and business professionals. Clients include GEICO, CVS Distribution Center, Northrop Grumman, MTC Services, Stafford County Information Technology Department, Spotsylvania County Information Services Department, and Collegiate Funding Services, LLC (now JPMorgan Chase & Company). Customized courses include SQL 2003, SQL 2007, Crystal Reports, Microsoft Project 2007, and Microsoft Office 2007.

MEETING AND CONFERENCE PLANNING AND MANAGEMENT

The Center staff has the capability to plan and manage business, educational, and professional meetings and conferences ranging from half-day planning sessions to weeklong events. The College's campus features contemporary buildings with wireless capabilities and state-of-the-art classroom technologies. There are 23 classrooms, six computer labs and a network security lab, a 28-seat videoconferencing theater with IP-based VTC equipment, and two executive conference rooms. Additionally, the College's University Hall, a flexible meeting space with presentation capabilities and adjoining atrium, is designed to accommodate groups ranging in size from 50 to 350.

HOSTED PROGRAMS



COMMONWEALTH GRADUATE ENGINEERING PROGRAM

The Fredericksburg area site of the Commonwealth Graduate Engineering Program (CGEP), coordinated by the College of Graduate and Professional Studies, is part of an academic network of graduate degree programs provided through Virginia Tech, the University of Virginia, and Old Dominion University.

CGEP allows a student to earn a master's degree in one of 12 engineering disciplines offered through these universities. Through CGEP's interactive distance-learning technology, students can communicate with their instructors as well as with students in classrooms at other sites.

NURSING PROGRAM (VIRGINIA COMMONWEALTH UNIVERSITY)

Virginia Commonwealth University offers opportunities to registered nurses to complete a Bachelor of Science in Nursing through its Weekend Program at the College of Graduate and Professional Studies. Students must have earned their diploma or associate degree in Nursing from a program accredited by the National League for Nursing Accrediting Commission (NLNAC). The RN-BS Weekend Program is designed for nurses who work full time, with classes offered one weekend a month on the Stafford campus. There is flexibility within the program as well, since students may set their own pace toward completion, taking as little as three semesters or as long as six years to fulfill all requirements.

RAPPAHANNOCK REGION SMALL BUSINESS DEVELOPMENT CENTER

The Rappahannock Region Small Business Development Center (RRSBDC) helps entrepreneurs and small businesses establish, manage, and expand their organizations. The RRSBDC provides expert, one-on-one, confidential counseling, and research services at no cost, and it offers seminars and training programs in all aspects of small business management at low costs. These services are available to any existing or startup small business or potential entrepreneur.

The training and seminars include the two-hour First Steps for Starting a Business workshop; NxLeveL Entrepreneurial Business Planning, an advanced 14-week training program for entrepreneurs and managers; and QuickBooks as a Management Tool for Small Business. Other workshops and training programs include SBA Lender and Government Procurement training courses. The "Coffee and Business Series" seminars are presented by area business people and include topics on business banking, sales techniques, marketing strategy, and more.

The RRSBDC helps clients find loan guarantees and prepare loan packages. The center also assists clients in locating manufacturers and trade associations, and it puts entrepreneurs in touch with other sources of support, including local, state, and federal business development programs. The center maintains a library filled with reference books, brochures, articles, and forms of interest to small business. The RRSBDC is the host of the Bay Area Business Network in Tappahannock, Virginia.

The RRSBDC was established in 1992 and is funded by the U.S. Small Business Administration and the University of Mary Washington. The RRSBDC's main office, located at the College of Graduate and Professional Studies, serves clients from the city of Fredericksburg and the counties of Caroline, King George, Spotsylvania, Stafford, and the eastern portion of Prince William. The RRSBDC's Warsaw office serves eight counties in the Northern Neck and Middle Peninsula.

Additional information is available at (540) 286-8060 or at RRSBDC, College of Graduate and Professional Studies, 121 University Boulevard, Fredericksburg, VA 22406-7239. Interested individuals may also send an email to rrsbdc@umw.edu or visit the website at www.rrsbdc.biz for further details.

COURSE DESCRIPTIONS

Courses in the BPS, MBA, MSMIS, and MBA-MSMIS Dual Degree are generally offered at an accelerated pace and in blended formats, combining online and face-to-face instruction. During course sessions, on-campus class time is supplemented with online instruction, providing convenience for students who manage multiple responsibilities. In addition, several classes at the College are offered entirely online. Regardless of instructional method, students are expected to understand the time commitment necessary for meeting all course requirements.

ACCOUNTING (ACCT)

ACCT 201 Accounting for Managers (3 credits)

This course introduces the student to key financial and managerial accounting concepts. Emphasis is placed on understanding the financial statements and other accounting data and using the information to better understand the economic performance of the organization. Topics include: elements of financial statements including public disclosures of Notes to Financial Statements and Management Discussion and Analysis, filings with the SEC, financial ratios and analysis, cost behavior, budgeting for profits, and performance evaluation. (Credit is not granted for both ACCT 201 and LRSP 302.)

ACCT 301 Intermediate Accounting I (3 credits)

Prerequisite: ACCT 201 or equivalent

This course is a review of basic accounting concepts followed by an examination of the accounting process emphasizing financial statement presentation and theory. Current assets and liabilities are studied in depth, drawing heavily on Financial Accounting Standards along with SEC rules and concept releases.

ACCT 302 Intermediate Accounting II (3 credits)

Prerequisite: ACCT 301 or equivalent

This course continues the examination of accounting processes with an emphasis on noncurrent assets and liabilities, including pensions and other employee compensation issues, leases, and debt financing. This study focuses on Financial Accounting Standards along with SEC rules and concept releases.

ACCT 303 Business Law for Accountants (3 credits)

Prerequisite: English 101 or equivalent

This is an in-depth study of business law issues for accountants. Topics covered are sales and lease contracts, negotiable instruments, creditors' rights and bankruptcy, agency and employment law, business organizations, and government regulation. Ethics are incorporated into every aspect of this course. (Credit is not given for both BPST 314 and ACCT 303.)

ACCT 304 Cost Accounting (3 credits)

Prerequisite: ACCT 201 or equivalent

This is a study of cost accounting principles and procedures. The focus is on cost behavior, standard costing, activity-based costing, flexible budgeting, cost allocation, performance measurement, and analysis for decision making and control.

ACCT 305 Intermediate Accounting III (3 credits)

Prerequisite: ACCT 302 or equivalent

This course continues the examination of accounting processes looking in depth at equity accounts of corporations. It also includes accounting for income taxes, comprehensive income, derivatives, contingencies, business segments, and accounting changes and error correction. This study focuses on Financial Accounting Standards along with SEC rules and concept releases.

ACCT 450 Forensic Accounting (3 credits)

Prerequisites: ACCT 302 and 460 or equivalents

This is a survey course which emphasizes the conduct of fraud examinations, including specific procedures used in forensic accounting examinations. It also examines the role of strong internal controls in fraud prevention and detection and looks at financial statement fraud when there is management override of internal controls. Also the course covers detection, investigation, and prevention of fraud against corporations.

ACCT 460/560 Auditing (3 credits)

Prerequisites: ACCT 302 or equivalent, and BPST 316 or equivalent
Recommended prerequisite: ACCT 305

This course covers generally accepted auditing standards as they apply to the study of audit preparation and procedures, creating working papers, and audit write-up. Also the course covers internal and external audit procedures and a comprehensive study of professional auditing ethics and professional responsibilities. (Credit is not granted for both ACCT 460 and ACCT 560 or MBUS 560.)

ACCT 461/561 Advanced Accounting (3 credits)
Prerequisite: ACCT 305 or equivalent

This course applies financial accounting principles to the preparation of consolidated financial statements, segment disclosures, foreign currency adjustments and translations, partnership accounting, reorganizations and liquidations, and mergers and acquisitions. (Credit is not granted for both ACCT 461 and ACCT 561 or MBUS 561.)

ACCT 465/565 Governmental and Nonprofit Accounting (3 credits)
Prerequisite: ACCT 305

This is a study of nonprofit organizations emphasizing accounting for governments, hospitals, universities, and other nonprofit entities. It covers principles of fund accounting, financial reporting, budgeting, and auditing governmental and nonprofit organizations. (Credit is not granted for both ACCT 465 and ACCT 565 or MBUS 565.)

ACCT 499 Internship (1-6 credits)

The Professional Experiences and Networking (PEN) Program offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training. Interested students should contact the program director for additional internship information.

ACCT 562 Income Tax Procedure (3 credits)
Prerequisite: ACCT 301 or equivalent

This course presents an analysis of federal tax laws for individuals and unincorporated organizations. Key tax accounting principles are examined, including the measurement of income, asset exchanges, capital transactions, and business expenses.

ACCT 563 Corporation and Partnership Tax (3 credits)
Prerequisite: ACCT 301 or equivalent

This course examines the taxation of corporations, partnerships, and limited liability companies. Includes corporate organizations and §351 transfers, corporate income tax, subchapter S, dividends, nonliquidating distributions other than dividends, liquidating distributions, redemptions, corporate reorganizations, and transfer of corporate tax attributes. Also includes income tax aspects of partnership formations, distributions, withdrawals, and terminations.

ACCT 564 Accounting Information Systems (3 credits)
Prerequisites: ACCT 305 or equivalent, MBUS 509 or MMIS 500, and MBUS 560 or ACCT 460 or 560

This course covers the development, implementation, operation, and

evaluation of accounting information systems and includes hands-on development of a prototype accounting system. The history of accounting information systems is also included.

BACHELOR OF PROFESSIONAL STUDIES (BPST)

BPST 311 Critical Thinking, Research, and Presentation (3 credits)

Prerequisite: English Composition 101 or equivalent
ATC Designation: Writing Intensive and Speaking Intensive

This course focuses on academic writing, scholarship, and presentation. Critical thinking and research skills as they apply to academic discourse are stressed. Further, students study argument with a focus on Aristotle, as well as Toulmin and Rogerian logic. Students apply their critical analysis, research, and argumentative skills in the production of a number of written documents such as literature reviews, abstracts, white papers, and case studies. In addition to individual writing and speaking assignments students take part in a collaborative written project and presentation. Throughout the course, students use and become increasingly familiar with resource materials within their academic discipline and perform a significant amount of secondary research using professional and academic journals.

BPST 312 Technical and Business Communication (3 credits)

Prerequisite: English Composition 101 or equivalent
ATC Designation: Writing Intensive and Speaking Intensive

Students delineate the importance of effective professional written and oral communications skills. Students analyze examples of workplace writing, including memos, letters, technical and professional documents, reports, and proposals, and develop skills in understanding, editing, revising, and creating appropriate written materials. Students also learn the elements of conceptualizing, researching, and writing an academic paper, including appropriate use of the American Psychological Association (APA) format. Students study the importance of effective oral communication and delineate the impact of power, position, age, ethnicity, culture, and gender on interpersonal, group, and organizational communications. Students also demonstrate proficiency in the development of individual and group oral presentations employing presentation graphics software.

BPST 314 Business Legal Environment (3 credits)

Prerequisite: English Composition 101 or equivalent
ATC Designation: Global Inquiry

Students examine a broad spectrum of legal principles as they relate to business organizations. Students study the critical nexus between law and the environment in which business operates. Students analyze the creation of rights, liabilities, and regulations under the law as expressions of societal

forces. The course addresses the legal aspects of business agreements and relationships. Subjects covered include constitutional law, dispute resolution, contracts, torts, product liability and property issues. Students study the different forms of business organizations available and the fiduciary duties of officers, directors and shareholders. The legal aspects of the employment relationship as they relate to protection of trade secrets, agency, discrimination, and wrongful termination are also covered. Students analyze relevant legal cases and statutes to learn the impact of law on organizations. (Credit is not granted for both BPST 314 and ACCT 303.)

BPST 316 Statistics for Managers (3 credits)

Statistical methods employed in the collection and analysis of data to assist management decision-making. Topics include, but are not limited to, probability distributions, sampling, hypothesis testing, analysis of variance, simple regression analysis, and correlation. Spreadsheet software is used. A basic knowledge of algebra and spreadsheets is assumed.

BPST 471 Special Topics (3-6 credits)

Prerequisite: Topic dependent

Selected topics that reflect faculty specialization or program needs. Topics may include areas related to BPS core topics. May be repeated for credit with a change in topic.

BPST 491 Directed Study (1-6 credits)

This is an individual study under faculty direction on a topic of relevance to the BPS core area.

BPST 499 Internship (1-6 credits)

The Professional Experiences and Networking Program offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training.

COMMUNICATION (COMM)

COMM 315 Communication and Technology (3 credits)

ATC Designation: Writing Intensive

This course introduces students to the terms and theories central to an understanding of communication and information technology. Quantitative and qualitative methods of scholarly research in communication theory such as experiments, surveys, and data collection are studied as well as emerging communication technologies. Students are asked to analyze and critique such technologies in light of current communication theory.

COMM 316 Strategic Communication (3 credits)

This course emphasizes communication in organizations with a specific focus on persuasive communication, negative news delivery, conflict management, and crisis resolution. Students learn effective communication strategies for dealing with conflicts among individuals, personnel, and management. The course stresses conflict identification and intervention strategies and underscores the importance of consensus building, negotiation, mediation, and arbitration.

COMM 317 Corporate Interpersonal Communication (3 credits)

ATC Designation: Speaking Intensive

This course addresses personal communication within corporations, organizations, and non-profit agencies. Students discuss and learn effective communication strategies for different audiences, contexts, and rhetorical situations. Document design, content, and tone are discussed in relation to letters, memos, and emails as well as other common communication formats in the workplace such as wikis and blogs. The legal issues and ramifications relating to these forms of communication are addressed. In addition, students analyze their oral personal communication skills in one-on-one settings, group meetings, briefings, and formal presentations, and with distinct audiences such as: colleagues, subordinates, supervisors, vendors, suppliers, and customers. Students also explore the significance of non-verbal communication. Cross-cultural communication and workplace diversity are also covered.

COMPUTER INFORMATION SYSTEMS (CIST)

CIST 299 Introduction to Computer Information Systems (3 credits)

This course provides a foundational knowledge base for students in computer information systems. Topics include file structures, pseudocode, algorithms, and basics in procedural and object-oriented programming. The operating systems component includes reviews of popular operating systems, file management, and computer hardware. The Internet component introduces infrastructure of the Internet, electronic mail, FTP, creating web pages using HTML, and basics of e-business and e-commerce.

CIST 301 Business Information Systems (3 credits)

ATC Designation: Global Inquiry

This course covers how organizations can use information systems strategically to reengineer business processes. Topics include theories, principles, and business cases about a variety of business applications supporting different organizational levels and functions.

CIST 302 Visual Programming (3 credits)

Prerequisite: CIST 299 or equivalent

Students write programs from stated problems or specifications, applying structured programming methods to produce required results. Commercial tools are used to teach students to modify and maintain existing programs, and to develop, configure, and implement graphical user interfaces.

CIST 303 Object-Oriented Applications in Business (3 credits)

Prerequisite: CIST 299 or equivalent

This course introduces object-oriented programming in the context of business applications. The course covers several major concepts in object-oriented programming such as objects, encapsulation, inheritance, and polymorphism. Students design and implement event-driven programs with graphical interfaces and learn to use object models to support applications in business such as Access and Excel. Practical applications of object-oriented concepts to current business programming problems are emphasized throughout the course.

CIST 325 Information Security (3 credits)

This course equips students with a sound knowledge of the underlying principles of information security and provides them with the skills needed to analyze and evaluate information security problems, especially in the areas of the Internet, World Wide Web, and networks. Students explore security policies and models, basic cryptography, security in computer networks and distributed systems, and control and prevention of viruses, firewalls, physical security policies, disaster recovery techniques, and managing troubleshooting. An emphasis is placed on current issues, future directions, and research areas.

CIST 401 Database Systems (3 credits)

Prerequisite: CIST 299 or equivalent

The course focuses on the principles of relational database design and data management. It covers application development in a database environment including evaluation, installation, maintenance, and administration of relational databases. The role of databases in the business environment is covered in detail with an advanced introduction to the concepts for modeling, designing, querying, and managing large databases.

CIST 404 Business Data Communications (3 credits)

Prerequisite: CIST 299 or equivalent

This course introduces data communications technology as an integrating function, and examines current and future data communications technologies. Topics include the role of business data communications in the business environment as an integrator of global business processes; technical issues and standards underlying the integration of business processes; data

communication technology; use of terminology in designing, implementing, managing and communicating organizational and inter-organizational data communications functions; concepts of local area network and wide area network management; and data communications architectures. Each component's relationship to the organizational processes is also covered.

CIST 405 Computer Networking (3 credits)

Prerequisite: CIST 299 or equivalent

This course focuses on fundamental concepts of computer network architecture and topologies, analysis of transport protocol specification, network program interface, network management, and emerging computer network applications. Emphasis is placed on the use of networks to support business applications and their associated information systems.

CIST 425 Systems Analysis (3 credits)

Prerequisite: CIST 299 or equivalent

This course introduces the concepts and theory that underlie business processes from a systems analysis perspective. The course covers principles, methods, techniques, and tools to guide and assist in the processes of systems analysis and design. Topics include technical aspects such as data modeling and organizational and human aspects of a systems analysis.

CIST 426 Managing Emerging Technologies (3 credits)

Prerequisite: CIST 299 or equivalent

Students learn to compare and contrast established and emerging technologies and to identify common difficulties faced by managers making the transition from one to another. Students examine the technology management process related to emerging technologies, including assessment of market potential, development of management strategies, review of financial obligations and tradeoffs, and the potential impact on organizational mission and culture. Students are exposed to theory and practice in an area that demands rethinking of traditional practices in all management functions.

CIST 461 Project Management for IT (3 credits)

Prerequisite: Minimum of 18 credits in CIST course work

This course covers methods for the analysis, design, and implementation of information technology projects from a project management and information systems perspective. Topics include investigating hardware and software needs, cost estimating, scheduling, and human resource management. Students are required to design feasibility plans based on current research. Principles, methods, tools and techniques available to assist managers in planning, implementing, and controlling projects are also discussed. Practical projects and the implications for managers are addressed.

CIST 471 Special Topics (3-6 credits)

Prerequisite: Topic dependent

Selected topics that reflect faculty specialization or program needs. Topics may include simulation techniques, parallel processing, and artificial intelligence. May be repeated for credit with a change in topic.

CIST 490 IT Research Project (3 credits)

Prerequisite: Minimum of 18 credits in CIST course work

Students select, propose, and write a research paper on a topic related to computer information systems. The study may include data collection from actual field observations and is substantiated with a current literature review. The course culminates with an oral presentation accompanied by visual displays and a research paper.

CIST 491 Directed Study (1-6 credits)

Prerequisites: Senior standing and permission of program director

This is an individual study under faculty direction on a topic of relevance to the Computer Information Systems concentration.

CIST 499 Internship (1-6 credits)

Prerequisites: Permission of internship director and program director

The Professional Experiences and Networking (PEN) Program offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training. Interested students should contact the program director for additional internship information.

EDUCATION CURRICULUM AND INSTRUCTION (EDCI)

EDCI 500 Teaching and the Development of the Learner (3 credits)

This course provides the teacher candidate with an orientation to teaching, and the growth and development of the learner. The course introduces the knowledge, skills, and attitudes requisite to competent teaching that must be demonstrated by the candidate to successfully complete the program. Required performance-based standards in planning, instruction, classroom environment, communication, and professionalism, as well as key indicators and evaluation instruments used to assess these standards, are presented. In compliance with state-mandated training, the teacher candidate completes study in child abuse recognition and intervention. The teacher candidate should self-monitor his/her professional development throughout the program. Virginia Standards of Learning in subject areas and technology are introduced. The range of human development through adolescence, including physical, intellectual, social, emotional, and speech and language aspects, and its impact on instructional practices and decisions are examined.

EDCI 502 Educational Goals and Practices I: Elementary (3 credits)
Recommended prerequisite or corequisite: EDCI 500
Corequisite: EDCI 503 or approval of program advisor

This course focuses on the application of teaching and learning models in the elementary classroom in the areas of history and social sciences, humanities, and fine arts curricula, instruction, and technologies. Virginia Standards of Learning in elementary history, social science, and technology are emphasized. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and assessment and evaluation techniques.

EDCI 503 Practicum in Goals and Practices I: Elementary (1 credit)
Prerequisite or corequisite: EDCI 502 or approval of program advisor

This practicum provides the prospective teacher with experience in history and social sciences, humanities, and fine arts instruction and assessment/evaluation strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and focus on assessing and evaluating learning. (Pass/fail option only)

EDCI 504 Educational Goals and Practices II: Elementary (3 credits)
Recommended prerequisite or corequisite: EDCI 500
Corequisite: EDCI 505 or approval of program advisor

This course focuses on the application of teaching and learning models in the elementary classroom in the areas of science and mathematics curricula, instruction, and technologies. Virginia Standards of Learning in elementary mathematics, science, and technology are emphasized. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and classroom management systems.

EDCI 505 Practicum in Goals and Practices II: Elementary (1 credit)
Prerequisite or corequisite: EDCI 504 or approval of program advisor

This practicum provides the prospective teacher with experience in science and mathematics instruction and classroom management strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and learn from the host teacher's classroom management plan. (Pass/fail option only)

EDCI 506 Foundations of American Education (3 credits)
Recommended prerequisite or corequisite: EDCI 500

This course introduces the prospective teacher to the issues and challenges of schooling in the United States. Although historical and philosophical contexts are addressed, contemporary political, sociological, and economic issues are emphasized. Teaching is viewed in the context of the

culture of schools and the influences that shape it, including the important role assessment plays in instructional design and decision making. The legal rights and responsibilities of teachers and students, diverse learner populations, and school and community involvement are specific topics addressed in the course.

EDCI 507 Early Literacy and Language Development (3 credits)
Recommended prerequisite or corequisite: EDCI 500
Corequisite: EDCI 508 or approval of program advisor

This course focuses on early literacy instruction that is based on knowledge of language acquisition that promotes young children's and literacy development. Emphasis is placed on current theories, instructional approaches, assessment, and evaluation of teaching and learning language processes. Virginia Standards of Learning in elementary English and technology are addressed. Course topics include language acquisition and reading, specifically phonemic awareness, concepts of print, systematic explicit phonics instruction, word study curriculum, fluency, vocabulary, comprehension, writing process, literature-based and curriculum integration, and classroom organization.

EDCI 508 Practicum in Early Literacy and Language Development (1 credit)
Prerequisite or corequisite: EDCI 507 or approval of program advisor

This practicum allows the prospective teacher to experience early literacy development in a classroom setting and to apply appropriate strategies and techniques, materials and technologies, and organizational patterns to this context. (Pass/fail option only)

EDCI 509 Language and Literacy Development (3 credits)
Recommended prerequisite or corequisite: EDCI 500
Corequisite: EDCI 510 or approval of program advisor

This course focuses on promoting the intermediate learner's literacy development. Emphasis is placed on current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking. Specific topics addressed include phonetic word analysis, comprehending the writing process, literature-based and curriculum integration approaches to literacy development, diagnostic and developmental assessments and evaluation, and classroom organization.

EDCI 510 Practicum in Language and Literacy Development (1 credit)
Prerequisite or corequisite: EDCI 509 or approval of program advisor

This practicum allows the prospective teacher to experience literacy and communication development in a classroom setting and to apply appropriate strategies and techniques, materials, technologies, and organizational patterns to this context. (Pass/fail option only)

EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
Recommended prerequisite or corequisite: EDCI 500
Corequisite: EDCI 512 or approval of program advisor

This course focuses on the application of curriculum through teaching and learning models for middle and secondary school classrooms. Lesson planning, interdisciplinary learning and Virginia Standards of Learning for specific subject areas and technology are addressed. This course, co-taught by lead teachers in the specific subject disciplines, allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom and to create classroom climates and classroom management systems that support learning.

EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
Prerequisite or corequisite: EDCI 511 or approval of program advisor

This practicum provides the prospective teacher with experiences in secondary or middle school curriculum and instruction and classroom management strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and learn from the host teacher's classroom management plan. (Pass/fail option only)

EDCI 513 Educational Goals and Practices: Middle School (3 credits)
Recommended prerequisite or corequisite: EDCI 500
Corequisite: EDCI 514 or approval of program advisor

This course focuses on the application of teaching and learning models in the middle school classroom for the subject area endorsements sought. Unit planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, and to create classroom climates and assessment/evaluation techniques that support learning.

EDCI 514 Practicum in Goals and Practices: Middle School (1 credit)
Prerequisite or corequisite: EDCI 513 or approval of program advisor

This practicum provides the prospective teacher with experience in middle school instruction and assessment/evaluation strategies. The prospective teacher should design a unit and implement lesson plans from it, using instructional technology when possible and focusing on assessing and evaluating learning. (Pass/fail option only)

EDCI 515 Literacy and Language Across the Curriculum (3 credits)
Recommended prerequisite or corequisite: EDCI 500
Corequisite: EDCI 516 or approval of program advisor

This course explores a variety of methods and strategies that promote

learning in the content area classroom through reading, writing, and speaking. Specific topics addressed include utilizing a variety of materials (e.g., textbooks, trade books, electronic texts), comprehending and questioning, scaffolding instruction for diverse learners, building vocabulary, writing and talking to learn, developing study guides and strategies, and assessing and evaluating literacy and learning.

EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)

Prerequisite or corequisite: EDCI 515 or approval of program advisor

This practicum requires the assessment of student literacy needs in a content area classroom and the application of appropriate strategies, materials, and technologies to assist students in becoming competent with learning strategies. (Pass/fail option only)

EDCI 517 Educational Goals and Practices: Secondary School (3 credits)

Recommended prerequisite or corequisite: EDCI 500
Corequisite: EDCI 518 or approval of program advisor

This course focuses on the application of teaching and learning models in the secondary school classroom for the subject area endorsement sought. Unit planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, and to create classroom climates and assessment/evaluation techniques that support learning.

EDCI 518 Practicum in Goals and Practices: Secondary School (1 credit)

Prerequisite or corequisite: EDCI 517 or approval of program advisor

This practicum provides the prospective teacher with experience in secondary school instruction and assessment and evaluation strategies. The prospective teacher should design a unit and implement lesson plans from it, using instructional technology when possible and focusing on assessing and evaluating learning. (Pass/fail option only)

EDCI 540 Characteristics and Education of Gifted Students (3 credits)

This course examines the characteristics of gifted students, including the various expressions of giftedness, their social-emotional needs, and gifted behaviors in special populations. Topics include integrating gifted and general education, best practices in gifted programs, and parent/community involvement.

EDCI 541 Identification and Assessment of Gifted Students (3 credits)
Recommended prerequisite or corequisite: EDCI 540

This course explores the variety of techniques that can be used to identify gifted students, including psychometric procedures and performance and product assessment. Emphasis is placed on identifying giftedness and the continuous assessment required to turn potential into maximal levels of performance. Topics include standardized testing; alternatives, such as performance assessment and portfolios, rating scales and checklists, evaluation of student records information, and case studies; and gathering, analyzing, and reporting formative and summative data.

EDCI 542 Teaching Gifted Learners (3 credits)
Recommended prerequisite or corequisite: EDCI 540

This course provides an understanding of educational models, methods, and resources employed in teaching gifted learners. Topics explored include classroom organization and learning environments, teacher behavior, instructional strategies (including the use of technology) that promote critical and creative thinking/production and self-directed learning, evaluation of student learning, differentiation of instruction to address the variety of learner profiles, and alternative means for addressing the needs of special gifted populations.

EDCI 543 Differentiated Curriculum for the Gifted (3 credits)
Recommended prerequisite or corequisite: EDCI 540

This course studies curricular designs appropriate to the distinct characteristics and cognitive and affective needs of gifted learners. Topics include accelerated and enriched core academic programs, models and strategies that address specific expressions of giftedness, the integration of curriculum (both multiple disciplines and gifted curriculum into the regular school curriculum), and curricula for gifted students in special populations.

EDCI 544 Creative Problem Solving (3 credits)

This course focuses on creative problem solving, both for the teachers and their students. Course participants gain and apply knowledge about the various definitions of creativity, problem solving style, generating and focusing tools, thinking strategies, and the process of creative problem solving. Participants apply the tools, strategies, and creative problem solving processes to instruction and classroom environment through class activities.

EDCI 546 Evaluation for Instructional Improvement (3 credits)

This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement

objectives, and basic statistical analysis for test and program evaluation. Participants write a data-based improvement plan.

EDCI 547 Special Topics Seminar (3-6 credits)

This course is designed to treat current topics in education that are of particular interest to program participants and faculty.

EDCI 550 Field Mentorship (6 credits)

Prerequisites: EDCI 500-518 and ITEC 501

This is the capstone experience of the initial licensure program. The prospective teacher is challenged to blend personal and educational experiences to teach in the classroom under the mentorship of a skillful practicing teacher. Field mentorship is a 14-week field-based teaching experience at the appropriate grade level or subject area. Self-analysis and reflection on planned and implemented instruction, and conferencing with the mentor teacher and College supervisor, are prominent aspects of the experience. Prospective teachers meet as a group throughout the experience for seminars and workshops. The field mentorship experience and concurrent seminars are designed to assist the teacher candidate with performance of the required program standards and competencies, which must be demonstrated to successfully complete the initial licensure program.

EDCI 551 Field Internship (3-6 credits)

Recommended prerequisite: All course work required for an add-on endorsement

This practicum is the capstone experience for an added endorsement. It provides the opportunity to apply the skills, understandings, and competency requisite to the specific endorsement under the auspices of a mentor licensed in that endorsement. Credit requirements and placement are determined by the specific add-on endorsement sought. (Pass/fail option only.)

EDCI 580 Introduction to Research (3 credits)

This course introduces M.Ed. candidates to scholarly research and writing in the field of education. The emphasis is on understanding and conducting educational research for instructional improvement and professional development. It provides thorough exposure to theoretical and research literature and to quantitative and qualitative research methodologies. It also covers essentials of research project development, including development of topic, problem statement and annotated bibliography, review and synthesis of literature, collection and analysis of data, and use of APA style. Upon completion of the course, students will have conducted a literature review and drafted a quality research proposal. (Strongly recommended as a Track II elective.)

EDCI 589 Applied Research (3 credits)

Prerequisite: 24 credits of Initial Licensure/M.Ed. course work or approval of program advisor; open to Track I students only

This course provides an experience in conducting and applying research for the advancement of the educational profession. In a workshop format, the course covers principles of educational research, including development of a topic, review and synthesis of scholarly literature, and practical application of research findings. Students write an in-depth literature review on a topic of their choice that is beyond the scope of regular course offerings. They also develop an authentic means of applying the findings from their literature review (such as a unit plan, website, or professional development presentation). Final project reports are archived in the campus library.

EDCI 590 Individual Research (3 credits)

Prerequisite: 27 credits of M.Ed. course work or approval of the program advisor; open to Track II students only

This is an experience in self-directed learning and research in practice, primary goals of the program. Track II M.Ed. candidates conduct original research on a topic of study in education that is beyond the scope of regular course offerings. Working individually with a faculty advisor, students review the pertinent literature, conduct qualitative or quantitative research, and write a report of their research following conventions of the discipline. Although research is the primary goal, the final project may include a supplemental component, such as a curriculum restructuring plan, a proposal for public policy change, or a professional development workshop. A formal research proposal must be submitted for approval by the M.Ed. faculty in a semester preceding enrollment in the course. Final project reports are archived in the campus library.

EDCI 591 Individual Study (1-6 credits)

By permission of the program director, students may engage in 1-6 credits of individual study under the direction of a member of the full-time M.Ed. faculty. A proposal for the study project and number of credits must be approved by the faculty member and program director before registration.

EDUCATIONAL LEADERSHIP (EDEL)

EDEL 539 Special Education Leadership in Schools (3 credits)

This course focuses on the knowledge and skills necessary to administer special education programs and to ensure the achievement of students with disabilities. Topics include legal requirements and procedures, characteristics of students with disabilities and the effect of these characteristics on student behavior, effective instructional and behavior management practices, managing school teams, facilitating inclusion and collaboration, assessment of students with disabilities, and assistive technology.

EDEL 540 Leadership for Learning and Diverse Student Populations (3 credits)

This course provides the knowledge, understanding, and application of applied learning and motivational theory, of systems and organizations and basic leadership theory, and purpose of education necessary for effective instructional leadership through collective professional capacity. Emphasis is placed on analyzing and assessing instructional needs in order to design, implement, and evaluate instruction that is appropriate for diverse student populations. Topics include the application of human development and motivation theories to various learning environments, the range of learner difference in a diverse school community, principles of effective instruction including technology, and techniques for the assessment and evaluation of learning, and planning for curricular alignment and instructional management.

EDEL 541 Developing, Administering, and Evaluating Curriculum (3 credits)

This course examines leadership in K-12 curriculum design, implementation, evaluation, and change. Perspectives are provided on developing a systematic school curriculum that meets the needs of a diverse student population. Influences on curriculum leadership at the school, division, state, and national levels are addressed. Topics include balancing the mastery of fundamentals with curriculum enrichment, providing for the highest achievement of all students, developing and implementing mapping and pacing guides, interpreting data, and integrating technology. In addition, students are provided opportunities to develop research skills that assist them in discovering, understanding, and applying best practices as they exercise instructional leadership in their schools.

EDEL 542 Managing Schools and School-Community Relationships (3 credits)

This course focuses on the social and political contexts of schools and provides an overview of practical and theoretical aspects of managing a school and relating to its larger communities. It emphasizes utilizing school staff, parents, and community resources and partnerships to build a positive culture necessary to achieve desired educational goals. Topics include understanding political structures, management and leadership skills that achieve effective and efficient organizational operations, community relations, improving communication, shared decision making, conflict negotiation and management/crisis intervention, legal and ethical issues, and strategic marketing and utilization of media.

EDEL 543 Professional Development and Supervision of School Personnel (3 credits)

This course focuses on the theory and practical applications related to human resources management in public and non-public school systems. Strategies and assessment related to human resources management and development, including adult learning, motivation, and professional development, are examined. Interviewing skills, consensus building, and performance evaluation of school personnel are emphasized. Instructional strategies include simulations, case studies, and practice in oral and written communication.

EDEL 545 School Law and Society (3 credits)

This course examines administrative, judicial, statutory, and constitutional laws and regulations which have application to public education. Through the use of the case study approach and the Code of Virginia, the legal rights and responsibilities of public and non-public school personnel are addressed. Emphasis is placed on special education law as it applies to diverse learner populations and legal issues surrounding school safety, finance, and technology in the school setting.

EDEL 546 Educational Policy and Decision Making (3 credits)

This course focuses on the political, economic, and social concepts and strategies involved in educational policy development and decision making in a school setting.

Emphasis is placed on the role of leadership and ethics in a global society, as grounded in educational foundations. Course topics include problem analysis, strategic and long range planning, models for change management in educational settings, conflict resolution, policy development, personnel issues, technology and the value of diverse school communities (e.g., issues in ESL policy for language minority students) in a democratic society. Theory and practical applications, simulations, and demonstrations are emphasized.

EDEL 547 Literacy Leadership for Administrators (3 credits)

This course focuses on building capacity in schools for high quality literacy programs and instruction. This seminar is intended for school administrators, aspiring school leaders, and school specialists with an interest in literacy. This course explores the role of leadership in creating a school culture that promotes literacy development, achievement, and motivation. Topics include national and local trends in literacy, foundations of literacy development, current research for developing school-wide literacy programs, evaluating and supporting teachers' professional growth in literacy, and fostering literacy achievement for special student populations. Other literacy-related topics may be decided by the class. A seminar format is utilized with discussion related to current research and guest speaker presentations. Students complete projects related to their individual interests in literacy.

EDEL 548 Evaluation for Instructional Improvement (3 credits)

This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants write a data-based improvement plan.

EDEL 551 Internship in Educational Leadership (3 credits)

Recommended prerequisite: At least 12 credits in the University of Mary Washington Educational Leadership Program.

Students complete 150 hours of embedded experiences in the core courses prior to, during, and following the intense school division placement experience. This 170-hour practicum component is the capstone experience for the add-on endorsement in administration and supervision. It provides the opportunity to apply the skills, understandings, and competencies learned in the program under the auspices of a mentor licensed in the administration and supervision endorsement. Students are encouraged to identify, analyze, and resolve problems using effective problem-solving techniques throughout this sustained experience. (Pass/fail option only)

LITERACY SPECIALIST (EDLS)

EDLS 540 Psychology of Literacy (3 credits)

This course investigates the sociological, cultural, cognitive and psychological bases of the reading process. Emphasis is placed on developing a working knowledge of current research in literacy, brain development, adolescent literacy, and psychology to support decision making. Course topics include comprehension strategies to develop questioning skills, understanding of the dimensions of word meaning, teaching summarizing and retelling skills, and guiding students to understand meaning beyond the text. Participants develop strategies in literal, interpretive, critical, and evaluative comprehension and demonstrate an understanding of child and adolescent psychology, including personality and learning behaviors and the special needs of diverse student populations.

EDLS 541 Linguistic Foundations of Literacy (3 credits)

This course provides an up-to-date understanding of how learners acquire language as well as thorough coverage of the linguistic aspects of the reading process including phonetics, syllable structure, phonology, morphology, syntax, vocabulary, semantics, and discourse. Participants develop skills in linguistic analysis needed to instruct and assess learners' development of phonemic awareness, concepts of print, construction of meaning from text,

and the writing process. The course also focuses on the cultural contexts of language and on the similarities and differences between oral and written language, between standard English and other dialects, and between native and nonnative language proficiencies.

EDLS 542 Literacy Curriculum and Instruction I: Elementary (3 credits)

Recommended prerequisite: EDLS 541

This course explores early literacy development and the implementation of the language arts curriculum through the elementary grades. Topics include emergent literacy, language development through word analysis, vocabulary strategies, creative thinking, expression, guided reading practices, and family literacy. Emphasis is placed on developing an understanding of reading and language arts supported by strategies directly applicable to classroom situations. Participants engage in activities to foster an appreciation of a variety of genres, including fiction and nonfiction, and to promote creative thinking and expression such as storytelling, drama, and choral/oral reading. The course also covers selection and use of quality literature to support early literacy instruction.

EDLS 543 Literacy Curriculum and Instruction II: Adolescent (3 credits)

Recommended prerequisite: EDLS 541

This course explores literacy and the language arts with an emphasis on the knowledge, skills, and processes necessary in teaching the adolescent. Topics include language development through word analysis, vocabulary strategies, creative thinking, expression, guided reading practices, and family literacy. Emphasis is placed on developing an understanding of reading and language arts supported by modeling and explicit instructional strategies in reading comprehension and study strategies across the curriculum. Participants engage in activities to foster an appreciation of a variety of genres, including fiction and nonfiction. The course also covers selection and use of quality literature to support adolescent literacy.

EDLS 544 Literacy Assessment and Evaluation (3 credits)

Recommended prerequisite: EDLS 541

This course focuses on individual and program assessments and evaluation. Emphasis is placed on experiences that enable candidates to contribute to literacy assessment in instructional contexts, i.e., assist in the development of formal and informal assessment and screening instruments, conduct assessments for individuals or groups of students, assist in interpretation of test data, and share results of assessment with school personnel and parents. Topics include strategies for planning, evaluating, and revising literacy instruction to meet the needs of all students.

EDLS 545 Writing Process and Instruction (3 credits)

This course focuses on the knowledge, skills, and processes necessary for teaching writing. Topics include the stages of the writing process, elements of a model writing program, invented spelling and spelling development, discourse forms, writing across the curriculum, and the assessment and evaluation of writing. Emphasis is placed on promoting the thinking and expression of K-12 students through imaginative and expository writing and enhancing writing instruction through the use of technology.

EDLS 546 Leadership in Literacy Education (3 credits)

Recommended prerequisites: EDLS 542, 543, 544

This course provides experiences that enable participants to serve as literacy leaders in instructional contexts, including serving as a resource to teachers, developing curriculum, coordinating the literacy program, selecting or identifying literacy material, and providing professional development. Topics include the roles of the reading specialist, special reading teacher, administrator, and supervisor as they relate to the reading program. Participants explore effective communication skills and the use of technology to enhance instruction.

EDLS 547 Literacy and Diverse Student Populations (3 credits)

This course focuses on a wide range of instructional practices, curriculum approaches, and assessment tools, including technology-based practices for learners at differing stages of development and cultural and linguistic backgrounds. Emphasis is placed on tailoring instruction using flexible, skill-level grouping options (individual, small-group, whole-class, and computer-based) to meet the needs of a diverse student population. Topics include language acquisition, instructional technology, print and nonprint materials representing multiple levels, broad interests, and diverse backgrounds.

EDLS 548 Internship: Applied Literacy Research (3 credits)

Recommended prerequisite: EDLS 546

This course focuses on employing research-based practices that directly address the literacy needs of all students. Emphasis is placed on utilizing current research, literacy theories, and instructional practices in developing sound instructional models and materials for students from diverse backgrounds and with diverse needs. Participants focus on implementing research-based literacy programs to address the needs of the local school divisions.

EDSE 519 General and Special Education Goals and Practices: Elementary (3 credits)

Recommended prerequisite or corequisite: EDCI 500 or EDSE 531
Corequisite: EDSE 520 or approval of program advisor

This course focuses on the characteristics of students with mild disabilities and the application of elementary school curriculum through teaching and learning models for general and special education. This course allows the prospective teacher to explore and develop ways to adapt curriculum and accommodate students with disabilities in a variety of educational settings. Topics include characteristics and educational needs of students with disabilities who are accessing the general curriculum, instructional planning, individualized education planning, mathematics education, assessment and evaluation techniques, and the use of assistive technology.

EDSE 520 Practicum in Special Education: Elementary (1 credit)

Prerequisite or corequisite: EDSE 519 or approval of program advisor

This practicum provides the prospective teacher with experience in general and special education curriculum and instruction for students with disabilities who are accessing the general curriculum at the elementary level. The prospective teacher designs and implements lesson plans, especially using technology when possible, and learn from the host teacher's classroom management plan and assessment and evaluation methods. (Pass/fail option only)

EDSE 521 Language and Literacy for Special Populations (3 credits)

Recommended prerequisite or corequisite: EDCI 500 or EDSE 531
Corequisite: EDSE 522 or approval of program advisor

The study of language development provides a context for understanding and diagnosing language and reading problems. Topics include normal and abnormal language development patterns, basic reading skills, explicit phonics instruction, multisensory structured language programs, comprehending, assessment and evaluation, and effective language, reading and writing instructional strategies for students with disabilities.

EDSE 522 Practicum in Language and Literacy for Special Populations (1 credit)

Prerequisite or corequisite: EDSE 521 or approval of program advisor

This practicum allows the prospective teacher to experience literacy development in a special needs classroom and to apply appropriate strategies and techniques, assessment and evaluation, and materials and technologies to this context. (Pass/fail option only)

EDSE 527 Principles of Learning and Behavior (3 credits)
Prerequisite: Psychology 100 and admission to the BCABA course sequence

This course is the first in a three-course sequence covering all academic content required to take the Board Certified Associate Behavior Analyst Examination (BCABA). The course covers the major definitions, characteristics, principles, processes, and concepts of behavior analysis. These include the techniques of operant and classical conditioning. Of particular interest is the application of learning principles to the classroom and to working with children with autism. Additionally, the measurement of behavior and the ethical ramifications of using learning techniques to modify behavior are discussed.

EDSE 528 Basic Methods of Applied Behavior Analysis (3 credits)
Prerequisites: EDSE 527 and admission to the BCABA course sequence

This course is the second of a three-course sequence covering all academic content required to take the Board Certified Associate Behavior Analyst Examination. The course focuses on the principles and practices related to the use of behavior analysis methods with learners with autism. Students practice and apply such basic techniques as defining behaviors, setting objectives, identifying reinforcers, gathering data, and designing and carrying out behavior change programs. Students implement specific research designs and make decisions based on evidence. Additional topics include designing environments that support students with behavior challenges, conducting functional behavioral assessments, and adhering to ethical principles.

EDSE 529 Techniques in Behavior Analysis (3 credits)
Prerequisites: EDSE 527, EDSE 528, and admission to the BCABA course sequence

This is the third of a three-course sequence covering all academic content required to take the Board Certified Associate Behavior Analyst Examination. Class content includes behavior change techniques, graphic analysis, ethical considerations related to behavior change techniques, and behavior analytic systems support.

EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)

This course presents an overview of the historical basis and regulatory requirements related to special education, including the Individual Education Program (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial, and ethical issues involved.

EDSE 533 Positive Approaches to Behavior Management (3 credits)

Recommended prerequisite or corequisite: EDSE 531

This course focuses on how to utilize a variety of positive behavior management strategies within the classroom to increase the learning of students with disabilities and enable them to learn as close to the general education setting as possible. Applied behavior analysis and positive behavioral support provides the basis for the implementation of classroom and individual behavior management plans.

EDSE 534 Assessment, Evaluation, and Instructional Planning (3 credits)

Recommended prerequisite or corequisite: EDSE 531

This course examines a variety of formal and informal approaches to assessing and evaluating student learning and behavior. Experiences are provided in selecting, administering, and interpreting norm-referenced, criterion-referenced, and curriculum-based measures; participating in eligibility decisions and response to intervention programs; developing instructional plans; and monitoring the progress of students with disabilities in the K-12 setting.

EDSE 535 Collaborative Consultation and Transition Planning (3 credits)

Recommended prerequisite or corequisite: EDSE 531

This course is designed to enhance collaboration, consultation, and communication skills as they relate to working with other teachers and professionals, assisting others in working effectively with students with exceptionalities, and involving families in the education of their children with disabilities. The course also emphasizes coordination with community agencies, other professionals, and the family to plan for life transitions, including self-advocacy, post-secondary training, career development, and life skills.

EDSE 537 Characteristics of Students with Autism Spectrum Disorders (3 credits)

This course provides educators with data related to disabilities under the category of Autism Spectrum Disorders, with an emphasis on autism, Asperger syndrome, and pervasive developmental disorder not otherwise specified. This course includes a discussion of the core behavioral and secondary characteristics, as well as the known physiological components associated with these disorders. Students learn about the prevalence as well as the common theories on etiologies. Dual diagnoses, co-morbidity, along with medical issues are discussed. Additionally, a review of the characteristics across the lifespan, from infancy and childhood through adulthood, is provided. Family concerns and considerations are discussed in the context of age, development, and need for support.

EDSE 538 Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3 credits)

This course teaches educators how to review assessment data to choose and implement effective teaching strategies and curricula for students with Autism Spectrum Disorders. This course reviews current research-based strategies used to support students with autism in the areas of communication, sensory issues, social skills, and academic learning. Interventions covered include structured teaching, social skill development, aspects of applied behavior analysis, language/communication interventions, and sensory integration. Educators gain exposure to various curricula to support students in these areas.

GEOGRAPHIC INFORMATION SCIENCE (GISC)

GISC 200 Introduction to GIS (4 credits)

Introduction to GIS focuses on the theory and application of GIS technology. The course combines theory and laboratory assignments in an effort to provide students with the knowledge required to plan and undertake a project that has a GIS component. The course uses ArcGIS for practical laboratory work and to illustrate theoretical concepts. There are three main components to the course. The first focuses on a brief introduction of GIS, the nature of geographic data, map projections and data integration. The second deals with the various types of spatial data and the tools, technology, and utilities available to work with spatial data. The third focuses on the various forms of spatial data, vector and raster, and their associated extensions and tools.

GISC 220 Advanced Spatial Analysis (4 credits)

Prerequisite: GISC 200, GEOL/EESC 205, or GEOG 250

This course develops hands-on skills with industry-standard GIS software beyond the level acquired in the introductory courses GISC 200, GEOL/EESC 205, and GEOG 250. Students complete assignments in a wide variety of applications, including urban infrastructure management, environmental modeling, and demographic analyses. The course focuses on GIS as an analytical research tool. Upon completion, students have a thorough understanding of the various forms of spatial data and an understanding of their structure. In addition they convert and integrate data in ArcGIS, create GIS layers (themes) in multiple formats, conduct geographic analyses, customize software applications through scripts, and draw and present conclusions and results. Students also have the necessary skills to independently complete a GIS project including establishing objectives, reviewing literature and/or practices elsewhere, and identifying, acquiring, editing, correcting, and modifying GIS layers. Students are introduced to alternative GIS applications providing a broader perspective of applications that are used in industry.

GISC 350 ArcObjects Programming (4 credits)

Prerequisite: GISC 200, GEOG 250 or GEOL/EESC 205

This course teaches the fundamental concepts of VBA, OOP concepts and ArcObjects. Students are introduced to ArcObjects libraries for Visual Basic Applications and develop custom applications and solutions that extend core ArcGIS functionality to build GIS applications. Students learn to apply object-oriented programming concepts as they develop VBA resources to create applications and tools that perform specific GIS tasks as map navigation, feature selection and rendering. Course includes hands-on programming exercises, where students write code that exposes them to many ArcGIS tasks and commonly used ArcObjects.

GISC 390 Geodatabases (4 credits)

Prerequisite: GISC 200, GEOG 250 or GEOL/EESC 205

This course presents a theoretical study of the concepts of geodatabase modeling, including datasets, domains, relationships, spatial rules, and map layers. A methodology for building geodatabases is discussed. Case studies are used to evaluate existing geodatabase designs and implementations. The importance of industry standards is emphasized throughout the course. Lab exercises are used to build geodatabases and provide students with practical applications of the uses for geodatabases in the public and private sectors.

GISC 471 Special Topics (3-6 credits)

Prerequisite: Permission of the instructor

Advanced course in Geographic Information Science. Topic selected in advance by instructor.

GISC 491 Directed Study (3-6 credits)

Prerequisites: GISC 200, GEOG 250 or GEOL/EESC 205 and permission of instructor

Intensive individual research using GIS under the guidance of a faculty member. Must be taken during the last term of a student's program.

GISC 499 Internship (3-6 credits)

Prerequisites: GISC 200, GEOG 250 or GEOL/EESC 205 and permission of instructor

The Professional Experiences and Networking (PEN) Program offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training. Interested students should contact the program director for additional internship information.

INTERDISCIPLINARY STUDIES (INDS)

INDS 490 Interdisciplinary Research Project (3 credits)
Prerequisite: A minimum of 21 concentration credits

Students select, propose, and write a research paper on a topic related to the chosen area of study. The study may include data collection from actual field observations and is substantiated with a current literature review. An oral presentation accompanied by visual displays and a research paper is required. (May not be taken with INDS 499.)

INDS 499 Interdisciplinary Externship (3 credits)
Prerequisite: A minimum of 21 concentration credits

Students are required to locate and study a prospective employer or employment opportunity based on their chosen area of study. Students observe and possibly participate in the organization's processes related to their area of study. A final analytical report about the externship and the student's focus of study is expected. (May not be taken with INDS 490.)

INSTRUCTIONAL TECHNOLOGY LEADERSHIP (ITEC)

ITEC 501 Instructional Technologies (3 credits)
Recommended prerequisite or corequisite: EDCI 500 or equivalent course/ experience

This course examines various instructional technologies and their integration into the K-12 classroom to enhance instruction and learning. This course ensures that the classroom teacher or teacher candidate can demonstrate competence in the Virginia technology standards to effectively integrate technology into a classroom setting. Topics of study include integration of technology into the classroom, ethical and legal issues of technology use, communicating and accessing electronic information, evaluating and using hardware and instructional software, productivity and management, barriers of technology use, and meeting the needs of diverse learners.

ITEC 510 Foundations and Theories of Instructional Technology (3 credits)
Prerequisite: ITEC 501

This course explores the field of instructional technology and focuses on helping students develop an awareness and understanding of the theories and philosophies in the discipline. Topics include the history and evolution of educational technology as well as foundations, theories, trends, and current issues in the field. Current directions in technology leadership are also examined.

ITEC 520 Assessment and Evaluation in Instructional Technology (3 credits)

Prerequisite: ITEC 501

This course examines assessment and evaluation as it relates to the use of technology for educational evaluation and improvement. Methodologies of assessment in instructional technology, such as measurement principles and assessment instruments are explored for school system and classroom implementation. Participants evaluate and develop effective assessment and reporting tools.

ITEC 521 Information Literacy in the Digital Age (3 credits)

Prerequisite: ITEC 501

This course provides students with opportunities to develop and use a wide variety of electronic information resources in order to increase their understanding, knowledge, and skills in digital literacy. Students develop a portfolio and create a framework for understanding the retrieval, organization, evaluation, presentation, and use of information. Students acquire a working knowledge of information resources in the field of education and in specific content areas to assist in future curriculum development and research activities. This course ensures, through course-embedded applications, that students are effective users of information and are prepared to take leadership roles in their classroom and school system in terms of critically evaluating the usefulness and validity of different types of educational resources.

ITEC 522 Distance Learning and Collaboration (3 credits)

Prerequisite: ITEC 501

This course examines the historical perspectives, theoretical framework, and practical issues surrounding distance learning and explores this latest innovation in education. Instructional strategies for designing, facilitating, and managing courses at a distance are reviewed with emphasis placed on instructing, interacting, and providing feedback. Emphasis is placed on collaboration within online distance learning environments. The use of online learning communities and communities of practice are also analyzed. Emerging technologies in distance learning are discussed with the emphasis on students leading the integration efforts for these new approaches in their educational environment.

ITEC 530 Instructional Design (3 credits)

Prerequisite: ITEC 510

This course examines the instructional design process and provides students with an introduction into the design, development, and evaluation of instructional materials. Emphasis is placed on the effective planning, developing, evaluating, and managing of the instructional process. Active

participation is expected and students have the opportunity to apply their knowledge through developing multimedia instructional materials. In a constructivist learning environment, fundamental principles, learning theory, and instructional strategies relevant to the process of instructional design are discussed.

ITEC 531 Emerging and Assistive Technologies (3 credits)

Prerequisites: ITEC 501 and 510 or permission of instructor

This course explores emerging and assistive technologies in education. Students investigate and analyze innovative educational technologies to determine their educational value. The skills needed for effective planning and leadership to integrate and evaluate these emerging technologies are developed. Students also examine assistive technology and its application within instructional programs to assist those with disabilities. Students learn about specific assistive technology application and become familiar with federal legislation and public policy for accommodating those with special needs.

ITEC 545 Leadership in Educational Technology (3 credits)

Prerequisite: ITEC 501 or equivalent course/experience

This course examines the current and future roles of technology for exchanging and communicating information and enhancing learning environments in the educational setting. Emphasis is placed on planning and implementing innovative technology applications in the classroom, school division, or global arena. A variety of technology-related issues are explored to assist the participant in staying on the "cutting edge" of this dynamic resource and providing technology leadership in the workplace.

ITEC 546 Administration and Management of Technology Initiatives in Education (3 credits)

Prerequisite: ITEC 510

This course examines the administration and management of educational technology within the K-12 school system. Technology in schools is explored from a variety of organizational perspectives to include access, planning, budgeting, maintenance, and management of the classroom and school system. Students develop and evaluate criteria for making financial and instructional decisions about technology. Managing change in the administration of educational technology initiatives to support learning is emphasized. Course-embedded applications allow students to work collaboratively with mentor teachers and school administrators to experience first hand the administration and management of technology initiatives at local school systems.

ITEC 547 Special Topics in Instructional Technology (1-6 credits)
Prerequisites: ITEC 501 and 510 or permission of instructor

The topics in this course vary each term and focus on current issues and evolving topics in K-12 instructional technology.

LEADERSHIP AND MANAGEMENT (LRSP)

LRSP 305 Public Sector Management (3 credits)

This course provides an overview of the theoretical foundations, structures, and processes of public and nonprofit organizations, as well as their historical development and socioeconomic environment, and the complexities of managing in public and nonprofit organizations.

LRSP 306 Economics for Business (3 credits)
ATC Designation: Global Inquiry

This course provides students with a general overview of economic tools and concepts used by managers in making effective business decisions. Students study theories of producer and consumer behavior, externalities, income distribution, monetary and fiscal policy, employment, inflation, gross domestic product, and economic growth. Students integrate essential global considerations into the study of economic decision making. Application of microeconomic and macroeconomic theory to management decision making is stressed. (Credit is not granted for both LRSP 306 and LRSP 304.)

LRSP 311 The Management Process (3 credits)

This course examines management theory and practice as a unified body of knowledge. The course covers historical development of management theory, the nature and purpose of organizations, and the functions, strategies, structures, and a sampling of challenges facing management in contemporary organizations. Emphasis is placed on the roles of executives managing organizations, improving their performance, and achieving desired operating results. Experiential exercises, cases, and other strategies are applied to enhance learning the theory, and to acquire, enhance, and integrate key management skills related to managing contemporary work organizations.

LRSP 331 Organizational Behavior (3 credits)

This course explores human behavior in work organizations from the perspective of a practicing manager. Individual and group behavior are examined as critical factors in developing ethical work practices, with special attention being given to effective, successful communication, motivation, leadership, and organizational culture. Assessments of internal and external environments are studied as they relate to interpersonal skills and needs in a dynamic world. (Credit is not granted for both LRSP 331 and LRSP 301.)

LRSP 343 Leadership Theory and Practice (3 credits)

This course involves study of contemporary leadership theory, with emphasis on practical application of those theories. Characteristics of effective leaders, contemporary leadership models, strategic leadership, ethics, power, politics, influence tactics, teamwork, motivation and coaching skills, creativity and innovation, communication, and conflict resolution, are discussed. Students have opportunities to explore personal leadership styles, learn how to modify them, how to apply them effectively in their work, and write a personal vision statement. Experiential exercises, cases, and other strategies are applied to enhance learning theory and acquire, enhance, and integrate leadership skills related to leading contemporary work organizations. (Credit is not granted for both LRSP 343 and LRSP 301.)

LRSP 344 Financial Management (3 credits)

Prerequisite: ACCT 201 or equivalent

This course studies financial management, with an emphasis on using the financial statements and other financial data to make decisions to improve the organization's economic performance. Topics include financial management principles and concepts, financial risk, working capital management, time value of money, cost of capital, stock and bond valuation, and the financial regulatory environment.

LRSP 400 Introduction to the MBA Program (1 credit)

Prerequisite: Admission to MBA program

An orientation to the MBA Program in which students learn the expectations and requirements of being an MBA student at UMW. Topics include, but are not limited to, problem-solving and decision-making skills, communication skills, critical and creative thinking skills, team building, managing multiple commitments, and basic Excel functions to analyze typical business problems. Must be taken during first term following admission to the MBA program.

LRSP 406 Human Resource Management (3 credits)

This course examines the principles and practices of human resource management, including recruiting, hiring, orienting, training, developing, disciplining, rewarding, and recognizing employees. The evolving strategic role of human resource professionals and HR practices are delineated and discussed. (Credit is not granted for both LRSP 406 and LRSP 405 or LRSP 430.)

LRSP 407 Employment Law (3 credits)

Prerequisite: BPST 314 or equivalent

This course emphasizes federal employment statutes including Title VII, Fair Labor Standards, American with Disabilities Act, Family Medical Leave Act, Age Discrimination in Employment, and other federal statutes. Cases are used to illustrate the various federal courts' interpretation of the

federal statutes. Federal agencies such as Equal Employment Commission and Department of Labor and their guidelines are also studied. (Credit is not granted for both LRSP 407 and LRSP 405 or LRSP 431.)

LRSP 412 Marketing for Managers (3 credits)

From a marketing manager's perspective, this course builds upon the foundation of marketing knowledge found in the classical strategic factors of price, product, place, and promotion. In addition, contemporary competitive factors of quality, speed, innovation, and customer service are considered. Additional topics include service strategy, development of service systems, differentiating services from products, the role of the Internet, and the application of key marketing concepts to a variety of profit and nonprofit organizations. Attention is given to developing a knowledge base of fundamental marketing research techniques, a basic understanding of free market economics, and the importance of marketplace information to marketing practices. (Credit is not granted for both LRSP 412 and LRSP 404 or LRSP 410.)

LRSP 433 Production/Operations Management (3 credits)

Prerequisites: BPST 316 and LRSP 311 or equivalents

This course examines current concepts and methods of managing operations and production for the manufacturing and service industries. It presents quantitative and qualitative techniques for product and service design, process analysis, job design and measurement, facility layout, waiting line management, material and customer requirements, control, and scheduling. This course also explains concepts and models of supply chain management and total quality management focusing on Six Sigma.

LRSP 434 International Management (3 credits)

Prerequisites: LRSP 311 and LRSP 412 or equivalents
ATC Designation: Global Inquiry

This course studies the role of managers in global markets and international organizational settings. Topics in this class include the following areas: the external economic and political environment, international strategic planning, partnerships and alliances, global human resource management, managing technology, product and service design, and ethics and leadership as a global manager. This course utilizes innovative learning techniques and case study analysis from a variety of national, multinational, and global firms. (Credit is not granted for both LRSP 434 and LRSP 350.)

LRSP 435 Leadership, Innovation, and Creativity (3 credits)

Prerequisite: LRSP 331 or LRSP 343 or equivalent

This course focuses on the role of leaders in developing an innovative organization and managing creative employees. Topics include the creative/innovation process, management of innovation, and the individual and team-

based skills necessary for organizational success in an increasingly global, competitive environment. (Credit is not granted for both LRSP 435 and LRSP 310.)

LRSP 460 Leadership Strategy and Policy (3 credits)

This course studies the formulation and direct application of strategy at the business and corporate levels. Emphasis is given to the role of leadership in strategic planning and thinking. Through the use of a variety of instructional techniques, e.g., computer-based simulations and case studies, students learn to make critical leadership decisions concerning organizational policy, competitiveness, operational and marketing tactics, and the role of corporate governance while addressing ethical considerations. (Must be taken during final term of enrollment in the program. Credit is not granted for LRSP 460 and LRSP 461.)

LRSP 471 Special Topics (3-6 credits)

Prerequisite: Topic dependent

Selected topics are reflective of faculty specialization or program needs. The purpose of this course is to provide opportunities for concentrated study or to equip students with specialized knowledge and competencies that are required of leaders. May be repeated for credit with a change in topic.

LRSP 491 Directed Study (1-6 credits)

Prerequisites: Senior standing and permission of program director

This is an individual study under faculty direction on a topic of relevance to the leadership and management concentration.

LRSP 499 Internship (1-6 credits)

The Professional Experiences and Networking Program offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training. Interested students should contact the program director for further information about internship opportunities.

MASTER OF BUSINESS ADMINISTRATION (MBUS)

MBUS 501A Organization Theory and Design (3 credits)

This course studies organizational theory, the design dimensions and structure of organizations, and organizations as complex social systems. Included is the application of organizational theory concepts to new and emerging organizational structures. Particular attention is given to understanding the relationship between organizational structure, managerial action, and competitiveness.

MBUS 502 Financial Decision Making for Managers (3 credits)
Prerequisite: ACCT 201 or equivalent

This course focuses on financial decision making in business. Emphasis is placed on the application of financial data to a wide range of management decisions designed to develop a conceptual and analytical understanding of financial management. Topics include financial analysis, financial planning, financial investments and capital markets, security valuation techniques, working capital management fundamentals, and capital budgeting techniques.

MBUS 512 Organizational Research and Assessment (3 credits)
Prerequisite: BPST 316 or equivalent

Emphasis is on developing and executing basic research designs to provide data for organizational problems and assessing organizational performance in a variety of areas such as customer satisfaction, market share, product quality, and employee job satisfaction. Topics include research design, data collection, data analysis and interpretation, and reporting research results.

MBUS 516 Project Management (3 credits)

This course provides a comprehensive overview of project management. The course addresses the framework, culture, principles, and the basic techniques of project management. The course reviews the general stages of a project and describes how the stages interrelate. Basic tools of project management, such as work breakdown structure, scheduling, earned value analysis, and risk management, are introduced and used in student assignments. The elements of project management critical to the success of a project also are identified and explained. The principles and tools are integrated and clarified through case studies from a variety of organizational settings and through creation of project management plans developed by students working in teams.

MBUS 517 Organizational Behavior (3 credits)

An examination of the principles and practices related to the effective management of organizational behavior from a line manager's perspective. The course examines the role of individual differences, perception, learning, motivation, leadership, communication, group dynamics, group and team dynamics, conflict, stress, and other factors that impact individual job performance and overall organizational performance in contemporary businesses, not-for-profits, and public sector agencies. Emphasis is placed on underlying causes of human behavior in organizations, and how to effectively manage behavior in work settings. Experiential exercises are used to enhance learning and integration of key management skills related to managing human behavior at work.

MBUS 518 Budgeting and Finance in the Public Sector (3 credits)
Prerequisite: ACCT 201 or equivalent

This course examines budgeting and financial policies and practices in the public and nonprofit management arena. Students gain an understanding of the role of finance in public and nonprofit organizations, the processes and methods relevant to fiscal health, and how to construct budgets and capital improvement plans.

MBUS 521 Human Resource Management and Development (3 credits)

This course examines the human resource management function of an organization's personnel/human resource department, and the effective utilization of human resources as a critical responsibility of all managers. Topics include employment planning, recruitment and selection, performance measurement, training and development, compensation, and labor relations.

MBUS 523 Marketing Strategy (3 credits)
Prerequisite: LRSP 412 or equivalent

This course focuses on the development and implementation of marketing strategies in the rapidly changing, digital, global environment.

MBUS 524 Learning Organizations and Knowledge Management (3 credits)

This course covers knowledge management's value to organizations, creating and sustaining a learning organization, and generating intellectual capital.

MBUS 525 Visionary Leadership (3 credits)
Prerequisite: LRSP 305 or LRSP 311 or equivalent

This course examines the theory, implications, and practical applications of contemporary leadership. Students are introduced to historical and contemporary leadership issues and theories, and the vital central role of leadership in managing and transforming organizations to meet the needs of the 21st century. Topics include leadership principles and their impact on organizational behavior, culture, motivation, group dynamics and team building, organizational structure, design, change, and development.

MBUS 526 Organizational Change and Transformation (3 credits)

This course examines models of organizational change and development, the key role of the leader as a change agent in organizations, and considers direct application of these models and this role in case situations. (Credit is not granted for both MBUS 522 and MBUS 526.)

MBUS 527 Legal and Regulatory Environment of Public Administration (3 credits)

Students in this course study the constraints imposed on public administrators by law and judicial oversight. Topics include the legal basis and statutory framework for administrative agencies and actions in government, including federal and state constitutions.

MBUS 528 Personnel Administration in the Public Sector (3 credits)

This course studies current practices in managing human resources in public and nonprofit organizations. Topics include compensation, classification, affirmative action, performance appraisal, labor relations, unions, and legal decisions affecting personnel issues in the public sector.

MBUS 529 Quantitative Business Modeling (3 credits)

Prerequisite: BPST 316 or equivalent

Spreadsheet modeling of business activities, processes, and decisions. Topics include optimization and linear programming, network models, sensitivity analysis, regression analysis, time series models and forecasting, simulation models, queuing theory, and decision analysis. Extensive use of Microsoft Excel.

MBUS 531 Designing, Implementing, and Evaluating Training Programs (3 credits)

This course provides the tools and techniques necessary for planning, organizing, constructing, and evaluating a performance-based training program. Topics include assessing training needs, setting performance standards, instructional design, program delivery, and evaluation measures for improvement of instruction and program delivery.

MBUS 532 Federal Procurement Policy and Practices (3 credits)

This course covers the major topics in contract formulation, administration, termination, and performance assessment, including the laws regarding government contract formation. Subcontract administration, acquisition strategies, and ethical and legal aspects of procurement policies are emphasized.

MBUS 533 Contract Performance and Evaluation (3 credits)

Prerequisite: MBUS 532 or MBUS 583

This course covers contract performance and evaluation topics, such as administrative contracting officer duties and assignments, payments, and past performance. Ethical and legal aspects of contract performance are presented.

MBUS 534 Pricing Contracts (3 credits)

Prerequisite: BPST 316

This course covers cost and price analysis concepts and principles. It

addresses current methodologies used in the development of cost analysis studies. Ethical and legal aspects of contract pricing are presented.

MBUS 535 Negotiation and Persuasion (3 credits)

This course is designed to broaden students' understanding of negotiation and interrelated processes (e.g., communication, persuasion) within and between organizations. Extensive in-class negotiations focus on various negotiation tools and techniques and in a variety of contexts (e.g., one-on-one, team-based and global negotiations) to build negotiation skills and confidence. Ethical and legal aspects of negotiation are presented.

MBUS 537 Contracting for Managers (3 credits)

This course provides a general management overview of the contracting and procurement process. It emphasizes contracting and procurement's strategic role, its effect on organizational operations, the importance of the organization's internal and external linkages (e.g., supply chain), and performance risk sharing through type of contract selection. Ethical and legal aspects of contracting are presented.

MBUS 539 Project Evaluation (3 credits)

Prerequisite: MBUS 516

This course presents a variety of methods and theories for the financial and technological evaluation of a project. Topics include definition and evaluation of mutually exclusive alternatives, analysis of replacement, synergy analysis with existing operations, and considerations of size and risk of investments. Emphasis is given to the direct application of these theories and techniques using exercises and class discussion of business cases from different industries and organizations. A final comprehensive feasibility study of a real business dilemma serves as a capstone project for this course.

MBUS 542 Intergovernmental Relations (3 credits)

This course examines the relationships among federal, state, and local units of government. Topics include current trends, issues, judicial interpretations, and administrative actions involving intergovernmental relations.

MBUS 546 Risk Management for Project Managers (3 credits)

Prerequisite: MBUS 516

This course builds upon topics covered in MBUS 516 and studies issues of risk for every stage of project management. Issues of impact, risk assessment, and quantitative and qualitative techniques to evaluate risk are discussed. This course also investigates the importance of contingency plans and proper filing systems.

MBUS 547 Quality Management for Projects (3 credits)
Prerequisite: MBUS 516

This course examines the evolution and scope of Total Quality Management (TQM) and its applications in project management. Topics include quality assurance and control as applied to the different stages of project management, the importance of quality statistical control and documentation, and the role of national and international certifications. A final comprehensive project conducted by students applies these principles and techniques to a real business setting.

MBUS 548 Managerial Economics (3 credits)
Prerequisite: LRSP 306 or equivalent

Students examine microeconomic theory with selected business applications. This course focuses on demand and supply analysis, cost and production functions, optimization techniques, pricing strategies, market structure, firm architecture, game theory and competitive strategy, and risk evaluation. Antitrust policies and other government regulations are also delineated and discussed. This course emphasizes the application of microeconomic analysis to find optimal solutions to managerial decision problems in a global environment.

MBUS 550 Computer-Based Decision Support Systems (3 credits)

This course explores the use of Decision Support Systems (DSS) within public and private organizations. Conceptual and practical discussions help students understand the design and use of these systems. Students explore commonly used DSS tools and the possible incorporation of these tools in different business environments. A simple decision support system is designed and developed during the course using a commercially available tool or programming language.

MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
Prerequisite: BPST 316 or equivalent

Students research how computer simulations are used for risk management in today's technology business environment. Computer simulation methodology and how it applies to risk management methodology is presented. Students are expected to execute several existing risk simulation models. Results from these models are used to rank identified risks, design and develop appropriate risk management strategies, and assess the overall effects on an organization.

MBUS 555 Knowledge Management Systems (3 credits)

This course examines the shift from transaction processing to technical, information, and application architectures. Methods for gathering, organizing, sharing, analyzing, and disseminating knowledge to the

appropriate levels within the organization for better decision making is discussed in detail.

MBUS 566 The U.S. Health Care System (3 credits)

This course provides an overview of the U.S. health care delivery systems. The structure, organization, governance, and process of heath care are introduced. A systems framework is used to provide a theoretical, as well as a practical basis, in order to explore the sub-systems of public, private, and social elements that impact the U.S. health system and provide the context for the future course work.

MBUS 567 Health Care Economics (3 credits)

Prerequisite: MBUS 548

This course covers the basic economics of health care including, but not limited to: demand for health insurance, moral hazard, health as an investment, technological change, occupational entry, supply of physician services, and the competing objectives of agents in the health care marketplace. The role of insurance as a risk-sharing device is explored, along with its implications for pricing and health care utilization.

MBUS 568 Health Care Accounting and Financial Management (3 credits)

Prerequisites: ACCT 201, MBUS 502

This course focuses on applying financial management concepts to health care organizations. It is intended to provide overview to important financial concepts, issues, tools, and vocabulary useful both for policy makers and administrators. The effect of health care payment systems is analyzed. Students learn to read and evaluate financial information in the context of the health care environment. This course assumes familiarity with Excel or an equivalent spreadsheet package.

MBUS 569 Health Care Policy and Legislation (3 credits)

Prerequisite: MBUS 566

This course provides an understanding of the broad context of health policy and legislation and its effect on the planning, delivery and financing of health services. It looks at the way health policies and laws are formulated, enacted and enforced. Ethical principles and issues are also explored.

MBUS 570 Special Topics (1-3 credits)

Prerequisite: Topic dependent

Selected topics reflect faculty specialization or program needs. A special topics course provides opportunities for additional study in a particular specialized area. May be repeated for credit with a change in topic and mentor permission.

MBUS 584 Policy Development, Analysis, and Implementation (3 credits)

Prerequisites: Completion of 6 graduate credits from the public administration concentration, or permission of the program director

This course examines the process by which public policies are formulated, implemented, and evaluated. Topics include analysis of program objectives, evaluation methodologies, and the administration of evaluation systems.

MBUS 591 Directed Study (1-3 credits)

Prerequisite: Permission of program director

This is an individual study under faculty direction on a topic of relevance to the MBA program.

MBUS 595 Strategic Management (3 credits)

This capstone, integrative course for the MBA program examines the complex strategic problems facing top management in a variety of contemporary organizations. Includes strategy formulation, implementation, and evaluation. Emphasis is given to thinking strategically about management issues, problems, and decisions from the perspective of the total organization, and how the organization 'fits' within its environment to ensure long-term survival and success. (Must be taken during final term of enrollment in the program.)

MBUS 599 Internship (1-6 credits)

Prerequisites: Current enrollment as a degree-seeking student in the MBA program, completion of at least six credits in the MBA program, a minimum GPA of 3.0, and approval of the program director

The Professional Experiences and Networking Program (PEN) offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training.

MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS (MMIS AND MSCS)

MMIS 500 Management Information Systems (3 credits)

This course explores the concept of managing information systems and related information technologies (IS/IT) as a part of a broader socio-technical system and their impacts on people and processes that extend well beyond organizational boundaries. Included are more subjective and debatable issues associated with IS/IT. Accordingly, critical thinking is an important part of this course and is essential for an analysis and understanding of important issues associated with the management aspects of information systems.

MMIS 505 Information Systems Analysis and Design (3 credits)

This course explores the functions and methods of systems analysis and design from a theoretical, practical, and managerial perspective. Upon successful completion of the course, students will have used analysis and design techniques in real-world settings, compared methods, tools, and techniques, managed real or simulated IS projects throughout the development life cycle, and participated in the prototyping and rapid application development of an information system. This course culminates with a research project in an area that demands rethinking of traditional practices.

MMIS 510 Information Security Management (3 credits)

This course explores issues of information security in organizations and managerial understanding of information security and practice. Topics include information security architecture, policy development, prevention and detection of attack, business continuity planning, disaster recovery, encryption, firewalls, and wireless security. Recent developments in the Internet, and their impact on security, risk assessment and emerging privacy, legal, and ethical issues are covered.

MMIS 515 Information Technology Project Management (3 credits)

This course covers the theory of project management including planning, budgeting, scheduling, resource allocation, monitoring techniques, evaluation, and quality assurance. Case studies and journal articles demonstrate current use of these concepts in organizations heavily dependent on information technology. Project management tools are used in class projects and research to demonstrate the use and applicability of support systems throughout the life of a project.

MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)

The history of management and leadership throughout the evolution of the information worker gives students a basis from which to build their knowledge and perspectives. Leadership and management styles are discussed in relation to effective management of information technology workers. Emphasis is placed on the expansion and growth of virtual work environments and how they affect management and leadership. Related topics include the effects of organizational culture and the importance of communication.

MMIS 532 Enterprise Information Systems (3 credits)

This course introduces students to key strategies and technologies involved in enterprise information systems. Topics include concepts of incremental change, business process redesign, and reengineering. Top down and bottom up design approaches are studied with respect to successfully

matching systems with organizational structure. Students analyze the strategic fit between information system design and organization structure, understand the methods through which organizational processes are derived and mapped, comprehend the elements, modules, and integration of an ERP package, and use analytical tools and strategies to solve real-world business application cases.

MMIS 533 Management of Information Technology Outsourcing (3 credits)

This course introduces management aspects of information technology outsourcing and discusses trends, models, and implications of outsourcing in relation to a variety of business perspectives and concerns including customer satisfaction, ethical issues, benefits, risks analysis, economic advantage, partnerships, competition, strategic management, and international challenges. Other topics include adoption, innovation, business process outsourcing, evolving role of IT outsourcing, outsourcing as a catalyst for change, and linkage between IT outsourcing and business strategy.

MMIS 534 Business Database Systems (3 credits)

This course introduces students to database management systems and practical issues to support the design and implementation of databases in business applications. Topics include data modeling, relational model, query languages, web-based database, current/emerging technologies, data mining, and warehousing. Additionally this course includes data communication and technology with focus on managerial decisions and applications.

MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)

This course investigates strategies for information systems innovation and management, and provides conceptual frameworks for the development and evaluation of information systems management strategies. It also examines concepts of analyzing strategic applications, and planning as it relates to information systems management strategy and the interface with organizational strategies. (Credit is not awarded for both MBUS 556 or MMIS 530 **and** MMIS 535.)

MMIS 590 MIS Research Project (3 credits)

Prerequisites: All core courses except MMIS 591

Students select, propose, and write a research paper on a topic related to managing information systems in today's business environment, public or private. Research is to be conducted using proven academic research methods, including data collection from actual field observations and substantiated with current literature reviews. The course culminates with an oral presentation accompanied by visual displays and research project paper approximately 4,000 words in length.

MMIS 591 MIS Externship (3 credits)
Prerequisites: All core courses except MMIS 590

Students are required to locate and study an actual information systems problem within an existing organization. The student is expected to analyze the system and design a solution using current system analysis and design techniques. After obtaining appropriate permission from the organization under review, students observe and possibly participate in the organization's processes related to the area under study.

Students develop a final report consisting of the requirements, design, development, and implementation for the proposed solution. The course culminates with an oral presentation accompanied by visual displays of the problem and proposed solution.

MSCS 501 Organization of Programming Languages (3 credits)
Prerequisites: CPSC 321 or CPSC 330, and CPSC 326

This course in programming language construction and design emphasizes the run-time behavior of programs. Alternative implementations of programming language constructs are considered. Each student completes a research project approved by the instructor. This project includes the completion of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 401 and MSCS 501.)

MSCS 505 Operating Systems (3 credits)
Prerequisites: CPSC 305 and CPSC 321 or CPSC 330

Topics in this course cover history and models of operating systems, process scheduling, process synchronization, deadlock, memory management, virtual memory, device management, file systems, security, protection, and an introduction to distributed systems. Each student completes a research project approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 405 and MSCS 505.)

MSCS 510 Database Principles and Design (3 credits)
Prerequisite: CPSC 430

This course covers information structures for external storage, file processing, and information retrieval. Introduction to database systems, including design, normalization, dependency, and concurrency theory. Models for representing data and relations among data elements, with primary emphasis on the relational model. Methods for assuring integrity, security, and high performance. Languages for data description and data manipulation, with emphasis on, and use of SQL. An examination of current and future technological trends. Each student completes a research project

approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 410 and MSCS 510.)

MSCS 514 Network Principles and Applications (3 credits)

Prerequisites: CPSC 230 and CPSC/MATH 125

This course provides an introduction to the basic principles of networking. Topics covered in the course include network topologies, protocols, the OSI Model, methods of data transmission, error detection and correction, TCP/IP, network security and other topics as time permits. This course is theoretical and concept-oriented rather than consisting of the details of specific network packages. Each student completes a research project approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 414 and MSCS 514.)

MSCS 515 Artificial Intelligence (3 credits)

Prerequisites: CPSC 321 or CPSC 330, and CPSC 326

A historical overview of the field, including reasoning and learning models, heuristic search methods, knowledge representation, and natural language understanding. Techniques for designing software systems for logic programming, theorem proving, language and image understanding, and games of strategy. Implementations of expert systems, neural networks, and genetic algorithms. Introduction to computer languages like Lisp and Prolog. Each student completes a research project approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 415 and MSCS 515.)

MSCS 520 Simulation Techniques (3 credits)

Prerequisite: CPSC 321 or CPSC 330

An investigation of computer simulation techniques in the modeling of various systems. Includes an examination of various types of simulations including discrete event, Monte Carlo, and continuous time. Each student completes a research project approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 420 and MSCS 520.)

MSCS 525 Parallel Processing (3 credits)

Prerequisite: CPSC 305

Introduces massive parallelism, shared-memory strategies, and message passing approaches. Other topics are synchronization, parallel algorithm

development, performance measurements, degradation, granularity, interconnection networks, and processor communication strategies. Includes study of multi-computer topologies (e.g. rings, meshes, tori, and hypercubes) and topological embeddings. Programming tools may include Multi-Pascal, MPI, and C-Linda. Each student completes a research project approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 425 and MSCS 525.)

MSCS 530 Software Engineering (4 credits)
Prerequisite: CPSC 321 or CPSC 330

Techniques for modeling, designing, implementing, and managing large scale computer programs are studied. Studies include Object-Oriented Analysis and Design, modeling using UML, and application development with the CASE tool Rational Rose. Students work in groups and apply the techniques studied to semester long projects. Each student completes a research project approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 430 and MSCS 530.)

MSCS 540 Game Programming (3 credits)
Prerequisite: CPSC 230

Students are expected to design, develop, and implement computer games that involve real-time, event-driven, and multimedia programming techniques. Students learn the history of computer games and the elements of video game design and architecture. Each student completes a research project approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 440 and MSCS 540.)

MSCS 544 Three Dimensional Computer Graphics (3 credits)
Prerequisites: CPSC 321 or CPSC 330, and MATH 300

The study of three-dimensional modeling involving the use of light, color, texture, and transformation; visible-surface detection; parallel and perspective projections; and clipping algorithms. Each student is expected to complete a research project approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 444 and MSCS 544.)

MSCS 570-577 Selected Topics in Computer Science (3 credits)
Prerequisite: Topic dependent

Treatment of selected topics in computer science. Most recently this has

included topics such as Introduction to Cryptography, Data Driven Websites and JavaScript Programming Client-side and Server-side. May be repeated for credit with a change in topic. Each student is expected to complete a research project approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 470-477 and MSCS 570-577 for the same topic.)

MSCS 591 Individual Study in Computer Science (1-3 credits)
Prerequisite: Departmental permission

Individual study under the direction of a member of the department. Minimum GPA and course prerequisites apply. May be repeated for credit with a change in topic. Two semesters of 3 credits of study required for graduation with departmental honors. Each student is expected to complete a research project approved by the instructor. This project includes the preparation of a research paper that follows the style guidelines published by the Association for Computing Machinery. (Credit is not awarded for both CPSC 491 and MSCS 591 for the same topic.)

SECONDARY MATHEMATICS (MAED)

MAED 501 Calculus for Teachers (3 credits)

A presentation of key areas of calculus for those who have taken at least two semesters of calculus in the past. Topics include limits, derivatives, antiderivatives, volumes of rotation, natural logarithm and exponential functions, inverse trigonometric functions, techniques of integration, sequences, and infinite series. Graphing calculators are used.

MAED 502 Analysis for Teachers (3 credits)

A theoretical study of the calculus of sequences, and of the complex number system. Topics may include sets and operations on sets, equivalence and countability, least upper bounds, limits of sequences including limit superior and limit inferior, Cauchy sequences, complex number arithmetic, moduli, conjugates, polar form, and roots of complex numbers.

MAED 510 Linear Algebra for Teachers (3 credits)

A systematic study of solutions of linear equations in several variables. Emphasis is placed on computational techniques and the geometric interpretation of solutions. Matrices are introduced as the primary tool for solving linear systems, and the relevant properties of matrix algebra are developed accordingly. Calculators and computer software are used in problem solving.

MAED 520 Discrete Mathematics for Teachers (3 credits)

A survey of advanced topics in discrete mathematics with an emphasis on

real world applications. Topics include permutations, combinations, and other forms of enumerative combinatorics; combinatorial and statistical designs; theory and application of graphs; and topics in error-correcting codes and cryptography.

MAED 530 Probability and Statistics for Teachers (3 credits)

An overview of probability theory and statistics including probability distributions of discrete and continuous random variables, functions of random variables, and statistical inference. Topics may include sampling methods, regressional analysis, and ANOVA.

Emphases are placed on topics that prepare teachers to read and understand educational research and design their own research studies. Graphing calculators and computer software are used to analyze and display data.

MAED 540 Teaching Mathematics in Middle and Secondary Schools (3 credits)

Methods of teaching and assessing the middle school and high school mathematics curriculum and an examination of the current research on the learning and teaching of mathematics. Topics include a review of the history of mathematics education, a comparison of behaviorist and constructivist models of learning and teaching mathematics, and an investigation of the use of appropriate technology and other instructional materials.

MAED 550 History of Mathematics (3 credits)

An overview of the history of mathematics from the time of ancient Egyptians and Babylonians to modern day. Special emphasis is placed on the history of the development of mathematical topics pertinent to the middle school and high school curriculum.

MAED 560 Geometry for Teachers (3 credits)

The development of Euclidean and various non-Euclidean geometries from axiomatic systems. Topics may also include construction problems and geometrical transformations with the use of "Geometer's Sketchpad" software. Emphasis is placed on developing an in-depth understanding of those topics in the middle and high school geometry curriculum.

MAED 570 Algebra and Number Theory for Teachers (3 credits)

A study of the ways in which the ideas of number theory and algebraic structures underlie the topics in the middle and high school mathematics curriculum. Topics include a theoretical study of number systems and selected concepts from groups, rings, fields, and vector spaces. Graphing calculators, computer algebra systems, and spreadsheets are used to explore algebraic and number theory concepts.

MAED 580 Mathematical Modeling for Teachers (3 credits)

The course develops skills in mathematical modeling through practical experience, focusing on specific projects involving real-life problems that are accessible to students' existing mathematical backgrounds. Development, analysis, and evaluation of mathematical models for physical, biological, social, and technical problems are completed using differential and difference equations, with both analytical and numerical solution techniques incorporated.

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

TESL 500 Introduction to English Linguistics (3 credits)

A theoretical foundation for the scientific study of language. Covering both formal and applied linguistics, topics include pronunciation patterns, vocabulary and word formation, sentence structure, meaning, language change, dialects, and first- and second-language acquisition. Required for VDOE endorsement in ESL.

TESL 502A Sociolinguistics and Cross-Cultural Communication (3 credits)

Introduction to the theories and methods involved in the study of language variation. The focus is on how language affects and is affected by the social relationships among individuals and groups, with special attention to cultural differences. Other topics discussed are dialects, language change, bilingualism, and classroom discourse. Applies to VDOE endorsement in ESL.

TESL 510 Applied English Phonetics and Phonology (3 credits)

Prerequisite: TESL 500 or permission of instructor

In-depth analysis of the pronunciation patterns and sound-spelling relationships in American English, with emphasis on the implications for teaching English reading, writing, and pronunciation to speakers of other languages. Applies to VDOE endorsement in ESL.

TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)

Detailed coverage of how the grammatical structure of English interacts with both written and spoken linguistic functions. Focuses on those aspects of grammar that pose particular problems for the second language teacher and learner. Also essential for those teaching usage to native speaking students. Applies to VDOE endorsement competency requirements in ESL.

TESL 512 Second Language Acquisition (3 credits)

Prerequisite: TESL 500 or permission of instructor

In-depth understanding of the acquisition process. Focuses on how the

variables of learner characteristics, native language, and learning environment affect success in acquisition. Also covers first language acquisition and bilingualism. Applies to VDOE endorsement in ESL.

TESL 513 Special Studies in Linguistics and Language Learning (3 credits)

Prerequisite: TESL 500 or permission of instructor

Focused study of topics of special interest and importance in language teaching and learning. Applies to VDOE endorsement in ESL.

TESL 514 Cross-Cultural Education (3 credits)

Overview of the effects of socio-cultural variables on educational systems and the practical application of theories in the culturally diverse classroom. Covers the characteristics and educational needs of nonnative speaking students as well as those of native speaking ethnic minorities, with a focus on literacy and communication issues. Required for VDOE endorsement in ESL.

TESL 530 Second Language Teaching Methods (3 credits)

Prerequisite: TESL 500 or TESL 511A or permission of instructor

Current principles, practices, and approaches for teaching second language reading, writing, and speaking to learners from pre-K to adult at varying levels of acquisition and in different educational programs. Emphasis is on integrating components of communicative competence in the second language classroom. Required for VDOE endorsement in ESL.

TESL 532 Differentiated Instruction Across the Curriculum (3 credits)

This course provides an introduction to effective strategies for differentiating instruction for English language learners (ELLs) in the mainstream classroom. It examines the effects of policy and practice on students from culturally and linguistically diverse backgrounds. Among the topics addressed are: current research on cultural and cognitive learning style, socio-cultural contexts of teaching and learning, differentiated instruction for reading, writing, and language acquisition across the curriculum, and socio-cultural influences on subject-specific learning. The course also reviews performance-based classroom assessment relative to standards-based assessment and examines the implications that standards-based teaching has on the classroom and school environment for ELLs.

CALENDAR FOR THE COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

FALL 2008

Registration begins for continuing students ..... March 24
Registration begins for new students ..... May 15
Registration begins for nondegree students ..... July 28

SIXTEEN-WEEK SEMESTER

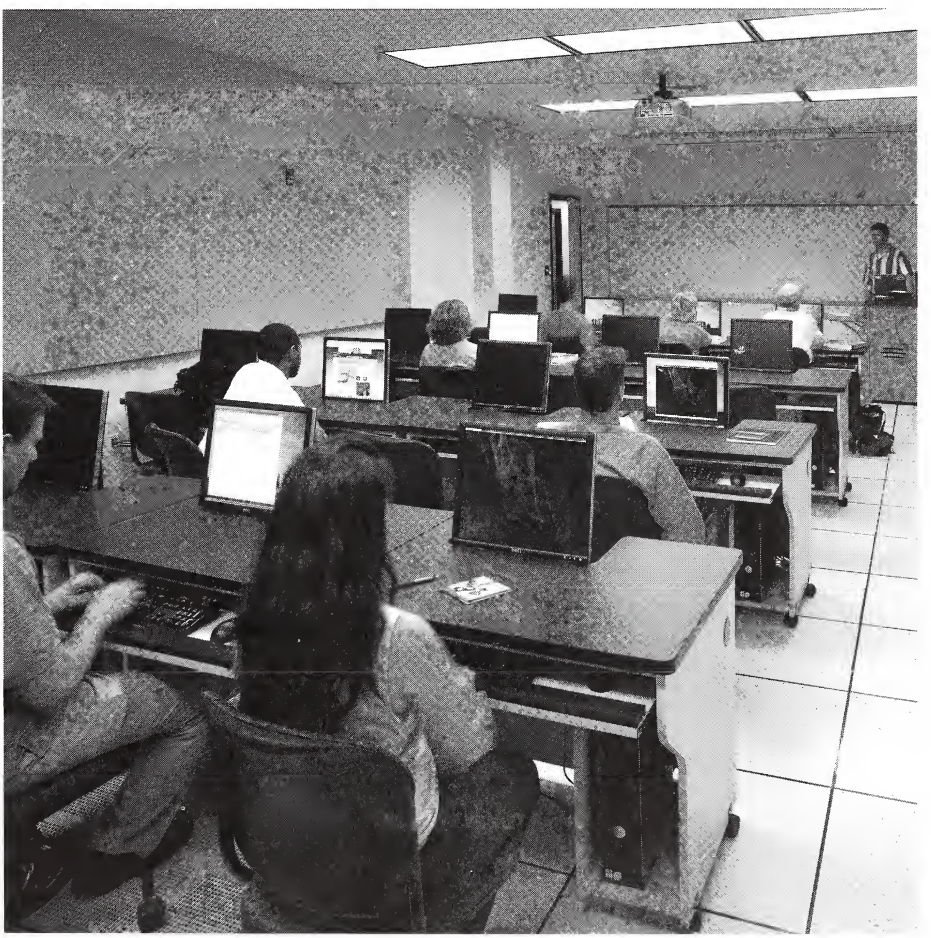
First day of classes ..... August 25
Last day to register or add 16-week courses ..... August 30
Last day to drop a 16-week course without a grade of W ..... September 12
Last day to change to/from a pass/fail grade for 16-week courses ..... October 3
Fall break for the 16-week courses ..... October 13-14
Last day to drop a 16-week course without a grade of F ..... October 24
Thanksgiving Break ..... November 26-30
Last day to withdraw if registered for 16-week courses or second eight-week courses, if no grade has been received in the first eight-week term ..... December 6
Last day of classes ..... December 6
Final exams ..... December 8-13

FIRST EIGHT-WEEK TERM

First day of classes ..... August 25
Courses may not be added after the initial class meeting without permission of the program director.
Last day to register or add first eight-week courses ..... August 30
Last day to drop a first eight-week course without a grade of W ..... September 3
Last day to change to/from a pass/fail grade for the first eight-week term ..... September 12
Last day to drop a first eight-week course without a grade of F ..... September 17
Last day of classes for the first eight-week term ..... October 11
Last day to withdraw (all courses) if registered for a first eight-week course ..... October 11
Students may not withdraw from the semester once a grade is received in a first eight-week term.
Final exams ..... October 13-18

SECOND EIGHT-WEEK TERM

First day of classes ..... October 20
Courses may not be added after the initial class meeting without permission of the program director.
Last day to register or add second eight-week courses ..... October 25
Last day to drop a second eight-week course without a grade of W ..... October 29
Last day to change to/from a pass/fail grade for the second eight-week term ..... November 7
Last day to drop a second eight-week course without a grade of F ..... November 18
Thanksgiving Break ..... November 26-30
Make-up dates for second eight-week term to be announced in classes
Last day of classes for the second eight-week term ..... December 6
Last day to withdraw if registered for second eight-week courses or 16-week courses, if no grade has been received in the first eight-week term ..... December 6
Final exams ..... December 8-13



SPRING 2009

Registration begins for continuing students ..... October 27
Registration begins for new students ..... November 17
Registration begins for nondegree students ..... December 1

SIXTEEN-WEEK SEMESTER

First day of classes ..... January 12
Last day to register or add 16-week courses ..... January 17
Martin Luther King, Jr. Day (no classes) ..... January 19
Last day to drop a 16-week course without a grade of W ..... January 30
Last day to change to/from a pass/fail grade for 16-week courses ..... February 20
Spring Break for 16-week courses ..... March 2-8
Last day to drop a 16-week course without a grade of F ..... March 14
Last day to withdraw if registered for 16-week courses or second eight-week courses, if no grade has been received in the first eight-week term ..... April 25
Last day of classes ..... April 25
Final exams ..... April 27-May 2
Commencement ..... May 9

FIRST EIGHT-WEEK TERM

First day of classes ..... January 12
Courses may not be added after the initial class meeting without permission of the program director.
Last day to register or add first eight-week courses ..... January 17
Martin Luther King, Jr. Day (no classes) ..... January 19
Last day to drop a first eight-week course without a grade of W ..... January 21
Last day to change to/from a pass/fail grade for the first eight-week term ..... January 30
Last day to drop a first eight-week course without a grade of F ..... February 11
Last day of classes for the first eight-week term ..... February 28
Last day to withdraw (all courses) if registered for a first eight-week course ..... February 28
Students may not withdraw from the semester once a grade is received in a first eight-week term.
Final exams ..... March 2-7

SECOND EIGHT-WEEK TERM

First day of classes ..... March 9
Courses may not be added after the initial class meeting without permission of the program director.
Last day to register or add second eight-week courses ..... March 14
Last day to drop a second eight-week course without a grade of W ..... March 18
Last day to change to/from a pass/fail grade for the second eight-week term ..... March 27
Last day to drop a second eight-week course without a grade of F ..... April 8
Last day of classes for the second eight-week term ..... April 25
Last day to withdraw if registered for second eight-week courses or 16-week courses, if no grade has been received in the first eight-week term ..... April 25
Final exams ..... April 27-May 2

SUMMER 2009

Registration begins ..... March 11

EIGHT-WEEK TERM

First day of classes ..... May 18
Courses may not be added after the initial class meeting without permission of the program director.
Last day to register or add eight-week courses ..... May 23
Memorial Day Holiday – No classes ..... May 25
Evening classes made up Friday, May 29
Last day to drop an eight-week course without a grade of W ..... May 29
Last day to change to/from a pass/fail grade for eight-week courses ..... May 29
Last day to drop an eight-week course without a grade of F ..... June 13
Independence Day Holiday – No classes ..... July 3
Evening classes made up Friday, July 10
Last day of classes ..... July 11
Exams given during last class period

TEN-WEEK TERM

First day of classes ..... May 18
Last day to register or add 10-week courses ..... May 23
Memorial Day Holiday – No classes ..... May 25
Evening classes made up Friday, May 29
Last day to drop a 10-week course without a grade of W ..... May 29
Last day to change to/from a pass/fail grade for 10-week courses ..... May 29
Last day to drop a 10-week course without a grade of F ..... June 27
Independence Day Holiday – No classes ..... July 3
Evening classes made up Friday, July 10
Last day of classes for the 10-week term ..... July 25
Exams given during last class period

Note: *Because administrative offices are closed on weekends, students are encouraged to conduct transactions online during these times. On Saturdays, students have access to a drop box, located at the reception desk in the South Building, for document delivery.*

DIRECTORY

THE CORPORATION

The Rector and Visitors of the University of Mary Washington

THE 2007–2008 OFFICERS OF THE VISITORS

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Mrs. Nanalou W. Sauder ..... Vice Rector
Mr. Daniel K. Steen ..... Secretary

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Ms. Princess R. Moss ('83) ..... Richmond, Virginia
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Mrs. Patricia B. Revere ('63) ..... Midlothian, Virginia
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Mr. Russell H. Roberts ..... Fredericksburg, Virginia
Ms. Nanalou W. Sauder ('56) ..... Lexington, Virginia
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B.A., M.T., University of Virginia

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M.A., Ph.D., Georgetown University

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B.A., Brooklyn College; M.A., Hollins College;
Ph.D., Syracuse University

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BBA, James Madison University;
MBA, Strayer University

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B.S., M.S., University of Tennessee

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B.A., MBA, Wake Forest University

COLLEGE OF ARTS AND SCIENCES

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Ph.D., Wayne State University

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B.M., Northwestern University;
M.M., University of Missouri at Columbia;
Ph.D., Shenandoah Conservatory

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B.A., Bowdoin College; M.A., Syracuse University

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B.A., M.A., Southwest Texas State University;
Ph.D., Rice University

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B.A., M.Ed., Georgia Southwestern College;
Ph.D., University of Georgia

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B.S., M.S., Ball State University

John N. Pearce ..... *Director, James Monroe Presidential Center and Director, James Monroe Museum and Memorial Library*
B.A., Yale University; M.A., University of Delaware

Margaret Anne Timpano ..... *Director of University Galleries*
B.A., The College of William and Mary;
M.A., The George Washington University

Esther L. Yook.....*Director of the Speaking Center and Director of the Korean Program*
B.A., Ewha Women's University; M.A., Hankuk Graduate School of Simultaneous Interpretation; M.A., University of Nebraska;
Ph.D., University of Minnesota

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

Meta R. Braymer..... *Vice President for Graduate and Professional Studies and Dean of the Faculty*
B.A., Maryville College; M.A., Ohio State University;
Ph.D., University of Tennessee

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B.S, Virginia Tech; MBA,
M.Ed., Virginia Commonwealth University;
Ed.D., The College of William and Mary

Mark J. Safferstone . *Executive Director, Center for Professional Development*
B.Ed., M.Ed., University of Miami;
MBA, University of Mary Washington;
Ph.D., Vanderbilt University

Brian J. Baker ..... *Executive Director of Rappahannock Region Small Business Development Center*
B.A., MBA, University of Mary Washington

Lena V. Shapiro ..... *Program Development Project Manager*
B.A., The College of William and Mary;
MIM, Thunderbird School of Global Management

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MBA, Radford University

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BSME, U.S. Naval Academy;
MPA, Virginia Polytechnic Institute & State University

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M.HR, University of Oklahoma

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B.S., Indiana University/Purdue University at Indianapolis;
MPA, George Mason University

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Psy.D., Baylor University

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B.A., Mary Washington College;
M.A., University of Virginia

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B.S., Bucknell University; M.S., Springfield College;
Ed.D., Temple University

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B.A., Mary Washington College;
M.A., The College of William and Mary

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(College of Arts and Sciences)
B.S., M.Ed., University of South Carolina

Matthew E. Mejia ..... *Associate Dean of Admissions*
(College of Graduate and Professional Studies)
B.A., Mary Washington College; M.Ed., University of Virginia

Melissa Wheat Yakabouski ..... *Senior Assistant Dean of Admissions*
B.A., Mary Washington College

Anna B. Billingsley..... *Director of Publications and Design*
B.A., The College of William and Mary;
M.A., American University

Jeanne E. Burkett..... *Director of University Marketing*
B.A., University of Mary Hardin Baylor;
MPA, Troy State University

Teresa M. Mannix ..... *Director of News and Public Information*
B.A., University of Mary Washington;
M.A., George Mason University

UNIVERSITY ADVANCEMENT

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B.A., Wofford College

Nina C. Thompson ..... *Assistant Vice President for Stewardship and Operations*
B.A., Blackburn College; M.A., University of Missouri

Linda A. Catullo ..... *Director of Events and Travel Programs*
B.A., Susquehanna University;
M.Ed., Arizona State University

Cynthia L. Snyder ..... *Director of Alumni Relations*
B.A., Mary Washington College

COLLEGE ADMINISTRATION

Andrea "Dre" Anthes.....*Assistant Dean of Admissions for Adult Programs*
B.A., M.Ed. James Madison University

Brian J. Baker.....*Executive Director of Rappahannock Region Small Business Development Center*
B.A., MBA, University of Mary Washington

Paul O. Boger.....*Reference and Instruction Librarian*
B.A., St Bonaventure University; MLS, Indiana University

Sallie Washington Braxton .....*Associate Dean of Advising Services*
B.A., University of Mary Washington; M.Ed., Virginia State University

Meta R. Braymer.....*Vice President for Graduate and Professional Studies and Dean of the Faculty*
B.A., Maryville College; M.A., Ohio State University;
Ph.D., University of Tennessee

Jami L. Bryan.....*Library Manager*
B.A., George Mason University; MLIS, Louisiana State University

Janet J. Cropp.....*Assistant Dean of Advising Services*
BLS, MBA, University of Mary Washington

Michael J. Donlan .....*Senior Associate Registrar*
B.S., Millersville University; M.A., Indiana University of Pennsylvania

Connie A. Gallahan.....*Assistant Dean of Advising Services*
B.S., Longwood College; M.S., University of Tennessee

Lynn V. Hamilton.....*Director of Technology Programs, Center for Professional Development*
B.S., Old Dominion University; M.S., Johns Hopkins University

Sheila M. Hayes.....*Assistant Dean of Advising Services*
B.S., Suffolk University; M.A., Webster University

Jeanie P. Kline ..... *Associate Vice President for Academic Affairs and Administrative Services*
B.S, Virginia Tech; MBA, M.Ed., Virginia Commonwealth University; Ed.D., The College of William and Mary

Matthew E. Mejia ..... *Associate Dean of Admissions*
B.A., Mary Washington College; M.Ed., University of Virginia

Mark J. Safferstone ..... *Executive Director, Center for Professional Development*
B.Ed., M.Ed., University of Miami; MBA, University of Mary Washington; Ph.D., Vanderbilt University

Lena V. Shapiro ..... *Program Development Project Manager*
B.A., The College of William and Mary; MIM, Thunderbird School of Global Management

John R. St.Clair, III..... *Director of Distance and Blended Learning*
B.S., M.S., Middle Tennessee State University; Ed.D., Tennessee State University

Charles E. Tate, III ..... *Assistant Dean of Admissions for Adult Programs*
B.A., Lynchburg College; M.T.S., Vanderbilt University

FACULTY

Laurie B. Abeel, *Associate Professor of Education (2003, 2006)*
B.S., The Pennsylvania State University; M.Ed., Ph.D., University of Virginia

Ernest C. Ackermann, *Professor of Computer Science (1980, 1990)*
B.A., Montclair State College; M.A., Ph.D., The Pennsylvania State University

Nabil S. Al-Tikriti, *Assistant Professor of History (2004, 2004)*
B.S., Georgetown University; MIA, Columbia University; M.A., Ph.D., The University of Chicago

David K. Ambuel, *Leidecker Chair and Professor of Philosophy (1992, 2007)*
B.A., Northwestern University; M.A., University of Munich; Ph.D., Northwestern University

Mehdi Aminrazavi, *Leidecker Chair and Professor of Philosophy and Religion (1992, 2005)*
B.A., M.A., University of Washington; Ph.D., Temple University

Kelly L. Andrus, *Instructor of Education (2007, 2007)*
BLS, University of Mary Washington; M.Ed., University of Virginia

Karen M. Anewalt, *Associate Professor of Computer Science (2000, 2006)*
B.S., Allegheny College; M.S., Ph.D., The College of William and Mary

Deena A. Applebury, *Senior Lecturer in Athletics, Health, and Physical Education (2003, 2008)*
A.A., State Fair Community College; B.S., M.S., University of Missouri at St. Louis

Elaine M. Asper, *Assistant Professor of Leadership and Management (2007, 2007)*
B.A., University of Minnesota; MBA, New York University; Ph.D., University of Alabama

Janet A. Asper, *Assistant Professor of Chemistry (2005, 2005)*
B.S., Ohio University; Ph.D., University of Pittsburgh

Bulent I. Atalay, *Professor of Physics (1966, 1974)*
B.S., M.S., Ph.D., Georgetown University

Wendy H. Atwell-Vasey, *Associate Professor of Education (1996, 2002)*
B.A., University of Rochester; M.A., Ph.D., University of Maryland

Dianne M. Baker, *Assistant Professor of Biology (2006, 2006)*
B.S., The Evergreen State College; M.S., Ph.D., University of Washington

Robert R. Barr, *Assistant Professor of Political Science (2005, 2005)*
B.A., M.A., University of Virginia; Ph.D., University of Texas at Austin

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Note: *Dates in parentheses indicate year of appointment to staff and year when present rank and/or title was attained. This listing includes all full-time, continuing teaching faculty of the University of Mary Washington as of June 1, 2008.*

Rosemary Barra, *William M. Anderson, Jr. Distinguished Chair in Biological Sciences and Professor of Biology (1983, 1995)*
B.S., Duquesne University; Ph.D., Rutgers University

Antonio Barrenechea, *Assistant Professor of English (2005, 2005)*
B.A., Fordham University; M.Phil., Ph.D., Yale University

Michael L. Bass, *Professor of Biology and Environmental Science (1968, 1983)*
A.A., Clinch Valley College; B.S., Virginia Polytechnic Institute & State University; M.S., Medical College of Virginia; Ph.D., Virginia Polytechnic Institute & State University

Porter R. Blakemore, *Associate Professor of History (1979, 1987)*
B.A., University of North Carolina at Chapel Hill; M.A., Madison College; Ph.D., University of Georgia

Dawn S. Bowen, *Associate Professor of Geography (1996, 2004)*
B.A., Mary Washington College; M.A., University of Maine at Orono; Ph.D., Queen's University

Gail D. Brooks, *Professor of Computer Information Systems (1990, 2008)*
B.S., M.S., Virginia Polytechnic Institute & State University; Ph.D., George Mason University

Stephen J. Burton, *Assistant Professor of Music (1981, 1981)*
BME, MME, Florida State University; DMA, University of Cincinnati

David W. Cain, *Distinguished Professor of Religion (1970, 1994)*
A.B., Princeton University; B.D., Yale University; M.A., Ph.D., Princeton University

Edward A. Callaway, *Associate Professor of Leadership and Management (2003, 2007)*
B.S.Ed., Kutztown State College; MBA, The George Washington University; MSOL, George Mason University; Ph.D., Capella University

Patrick L. Catullo, *Senior Lecturer in Athletics, Health, and Physical Education (2004, 2004)*
B.S., Mary Washington College; MSS, The United States Sports Academy

Raul A. Chavez, *Associate Professor of Leadership and Management (2003, 2007)*
B.S., Catholic University of Guayaquil, Ecuador; M.S., Oregon State University; DBA, University of Sarasota

Yuan-Jen Chiang, *Professor of Mathematics (1989, 2003)*
B.S., National Taiwan Normal University; M.A., Ph.D., The Johns Hopkins University

Ana G. Chichester, *Associate Professor of Spanish (1984, 1998)*
B.A., Mary Washington College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Virginia

Tracy B. Citeroni, *Associate Professor of Sociology (1998, 2005)*
B.A., St. Vincent College; M.A., University of Pittsburgh; Ph.D., University of Texas at Austin

Teresa L. Coffman, *Associate Professor of Education (2004, 2007)*
B.A., Hood College; M.A., San Francisco State University; Ph.D., Capella University

Manning G. Collier, *Associate Professor of Mathematics (1982, 1988)*
B.S., Furman University; M.S., Ph.D., Vanderbilt University

Deborah A. Conway, *Associate Professor of Athletics, Health, and Physical Education (1987, 1997)*
A.A., Ferrum College; B.A., M.Ed., Lynchburg College

Rosalyn L. Cooperman, *Assistant Professor of Political Science (2003, 2003)*
B.A., Indiana University; Ph.D., Vanderbilt University

William B. Crawley, Jr., *Rector and Visitors Chair and Distinguished Professor of History (1970, 1994)*
B.A., Hampden-Sydney College; M.A., Ph.D., University of Virginia

Carole Ann Creque, *Assistant Professor of Business Administration (2006, 2006)*
A.A., B.S., Edgewood College; MBA, DBA, Nova Southeastern University

Timothy A. Crippen, *Professor of Sociology (1982, 1994)*
A.B., Indiana University; M.A., Ph.D., University of Texas at Austin

Katherine Nicole Crowder, *Assistant Professor of Chemistry (2008, 2008)*
B.S., Sweet Briar College; M.A., Ph.D., Princeton University

Richard C. Curley, *Assistant Professor of Business Administration (2002, 2006)*
B.S., U.S. Naval Academy; M.S., Naval Postgraduate School; MBA, Chaminade University; DBA, Nova Southeastern University

Jean A. Dabb, *Associate Professor of Art (1992, 1998)*
B.A., Weber State College; M.A., University of Massachusetts at Amherst; Ph.D., University of Michigan at Ann Arbor

Jason W. Davidson, *Associate Professor of Political Science (2001, 2008)*
B.A., University of California at Berkeley; M.A., Ph.D., Georgetown University

Stephen C. Davies, *Assistant Professor of Computer Science (2006, 2006)*
B.S., Rice University; M.S., Ph.D., University of Colorado at Boulder

Patricia M. Dean, *Senior Lecturer in Mathematics (1990, 1993)*
B.S., M.S., State University of New York at Albany

Galen F. deGraff, *Professor of Business Administration (1994, 2007)*
B.S., MBA, University of Virginia; Ph.D., The George Washington University

Suzanne C. de Janasz, *Associate Professor of Leadership and Management (2004, 2004)*
B.M., University of Miami; MBA, Ph.D., University of Southern California

Joseph C. Di Bella, *Distinguished Professor of Art (1977, 1999)*
B.A., Rutgers College; M.A., MFA, Northern Illinois University

Andrew S. Dolby, *Associate Professor of Biology (2000, 2006)*
B.A., Appalachian State University; M.S., Colorado State University; Ph.D., The Ohio State University at Columbus

Brooke E. Donaldson, *Assistant Professor of French (2006, 2006)*
B.A., University of Pennsylvania; M.A., M.Phil., Ph.D., Yale University

Joseph G. Dreiss, *Professor of Art (1976, 1991)*
B.A., Fairleigh Dickenson University; M.A., Rutgers University; Ph.D., State University of New York at Binghamton

Jeffrey L. Edmunds, *Associate Professor of Mathematics (2001, 2007)*
B.A., Portland State University; M.S., Ph.D., University of Arizona

Robert C. Ekey, Jr., *Assistant Professor of Physics (2006, 2006)*
B.S., Dickinson College; M.A., Ph.D., Bryn Mawr College

Claudia Emerson, *Arrington Distinguished Chair of Poetry and Professor of English (1998, 2006)*
B.A., University of Virginia; MFA, University of North Carolina at Greensboro

Beverly D. Epps, *Associate Professor of Education (2005, 2005)*
B.S., M.Ed., Ph.D., University of Virginia

Mindy J. Erchull, *Assistant Professor of Psychology (2005, 2005)*
B.A., Connecticut College; M.A., Ph.D., Arizona State University

Thomas D. Fallace, *Assistant Professor of Education (2004, 2004)*
B.A., Washington and Lee University; M.Ed., M.A., Ph.D., University of Virginia

Paul D. Fallon, *Assistant Professor of Linguistics (2005, 2005)*
B.S., M.S., Georgetown University; M.A., Ph.D., The Ohio State University

Susan R. Fernsebner, *Assistant Professor of History (2004, 2004)*
B.A., University of Massachusetts at Amherst; M.A., Stanford University; Ph.D., University of California at San Diego

Claudine L. Ferrell, *Professor of History (1984, 2006)*
B.A., M.A., Southwest Texas State University; Ph.D., Rice University

Martha V. Fickett, *Professor of Music (1968, 1996)*
B.A., Mary Washington College of the University of Virginia; M.M., University of Michigan at Ann Arbor; Ph.D., The Catholic University of America

Ellen M. Folk, *Associate Professor of Leadership and Management (2004, 2004)*
B.A., University of Houston; MBA, University of Connecticut; J.D., University of Bridgeport; LLM, Quinnipiac College

Christofer C. Foss, *Associate Professor of English (1999, 2006)*
B.A., Concordia College; M.A., Northeastern University; Ph.D., University of Wisconsin at Madison

R. Leigh Frackelton, Jr., *Professor of Business Administration (1986, 1998)*
B.A., Washington & Lee University; J.D., University of Richmond; MLT, The College of William and Mary

Stephen W. Fuller, *Professor of Biology (1972, 1984)*
B.S., Cornell University; Ph.D., University of New Hampshire

E. Eric Gable, *Professor of Anthropology (1996, 2008)*
B.A., University of California at San Diego; M.A., Ph.D., University of Virginia

James F. Gaines, *Professor of French (1998, 1998)*
B.A., Michigan State University; M.A., Ph.D., University of Pennsylvania

Jacqueline Gallagher, *Assistant Professor of Geography (2006, 2006)*
B.Sc., University of Wales, College of Swansea; M.Sc., Memorial University of Newfoundland; Ph.D., University of California at Los Angeles

Stephen G. Gallik, *Professor of Biology (1987, 2003)*
B.S., M.S., Ph.D., The Pennsylvania State University

Carole A. Garmon, *Associate Professor of Art (1998, 2004)*
BFA, MFA, Virginia Commonwealth University

Douglas T. Gately, *Lecturer in Music (2005, 2005)*
BLS, Mary Washington College; M.A., George Mason University

Leanna C. Giancarlo, *Associate Professor of Chemistry (1999, 2005)*
B.S., University of Scranton; Ph.D., University of Pennsylvania

Kurt M. Glaeser, *Associate Professor of Athletics, Health, and Physical Education (1989, 1995)*
B.A., Western Maryland College; M.A., Montclair State College

James E. Goehring, *Professor of Religion (1985, 1997)*
B.A., University of California at Berkeley; M.A., University of California at Santa Barbara; Ph.D., Claremont Graduate School

Gladys M. Gomez, *Instructor of Leadership and Management (2008, 2008)*
B.S., MBA, University of Southern California

Roy M. Gordon, *Professor of Athletics, Health, and Physical Education (1977, 1994)*
B.A., Harpur College of the State University of New York; M.S., Springfield College

Angela L. Gosetti-Murrayjohn, *Associate Professor of Classics (2002, 2008)*
B.A., Ohio University; M.A., Ph.D., University of Wisconsin at Madison

Theresa M. Grana, *Assistant Professor of Biology (2008, 2008)*
B.S., Grove City College; Ph.D., University of North Carolina at Chapel Hill

Roy F. Gratz, *Distinguished Professor of Chemistry (1975, 1999)*
B.S., University of Pittsburgh; A.M., Ph.D., Duke University

G. Robert Greene, *Associate Professor of Leadership and Management (2004, 2008)*
BBA, MBA, University of Georgia; Ph.D., Georgia State University

Steven A. Greenlaw, *Professor of Economics (1982, 2000)*
B.A., The College of William and Mary; M.A., Ph.D., State University of New York at Binghamton

Alan B. Griffith, *Associate Professor of Biology (2002, 2008)*
B.S., M.S., The Pennsylvania State University; Ph.D., University of Maryland

Surupa Gupta, *Assistant Professor of Political Science (2008, 2008)*
B.A., M.A., Jadavpur University; Ph.D., University of Southern California at Los Angeles

Dana S. Hall, *Associate Professor of Athletics, Health, and Physical Education (1990, 1996)*
B.S., Frostburg State University; M.Ed., University of Virginia

Judy G. Hample, *Professor of Communication (2008, 2008)*
B.A., David Lipscomb University; M.A., Ph.D., The Ohio State University

Steve R. Hampton, *Associate Professor of Psychology (1980, 1989)*
B.S., University of Houston; M.A., Stephen F. Austin University; Ph.D., Northern Illinois University

Zennia D. Hancock, *Assistant Professor of Spanish (2008, 2008)*
B.A., George Mason University; M.Sc., The University of Edinburgh, Scotland; Ph.D., University of Maryland

Stephen P. Hanna, *Associate Professor of Geography (1997, 2003)*
B.A., Clark University; M.A., University of Vermont; Ph.D., University of Kentucky

Bradley A. Hansen, *Associate Professor of Economics (1995, 2003)*
B.A, The Evergreen State College; M.S., London School of Economics; M.A., Ph.D., Washington University

James M. Harding, *Professor of English (1997, 2007)*
B.A., University of Texas at San Antonio; M.A., San Diego State University; Ph.D., University of Maryland

Steven E. Harris, *Assistant Professor of History (2006, 2006)*
B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of Chicago

Cheryl L. Hawkinson-Melkun, *Assistant Professor of Communications (1989, 2004)*
B.A., California State University at Northridge; M.A., University of Maryland

Rebecca S. Hayes, *Associate Professor of Education (2002, 2005)*
B.A., University of Richmond; MAT, Duke University; M.A., Ph.D., University of Virginia

Jodie L. Hayob, *Professor of Geology (1993, 2006)*
B.S., University of Wisconsin at Madison; M.S., Ph.D., University of Michigan at Ann Arbor

Alan G. Heffner, *Professor of Leadership and Management (1999, 2001)*
B.A., Sonoma State University; M.A., California State University at Chico; MBA, York College of Pennsylvania; Ph.D., Purdue University

Edward H. Hegmann, *Professor of Athletics, Health, and Physical Education (1976, 1986)*
B.S., Bucknell University; M.S., Springfield College; Ed.D., Temple University

J. Todd Helbling, *Senior Lecturer in Athletics, Health, and Physical Education (1999, 1999)*
BBA, Millsaps College; M.S., University of Massachusetts at Amherst

Randall D. Helmstutler, *Assistant Professor of Mathematics (2005, 2005)*
B.S., Radford University; M.S., University of Illinois at Urbana-Champaign; Ph.D., University of Virginia

William Corey Hewson, *Lecturer in Athletics, Health, and Physical Education (2008, 2008)*
B.S., Shippensburg University; M.Ed., University of Mary Washington

Julie A. Hodge, *Associate Professor of Theatre (1996, 2002)*
BFA, Northern Kentucky University; MFA, Indiana University

F. Douglas Holcombe, *Associate Professor of Leadership and Management (2002, 2006)*
B.S., Ph.D., The Ohio State University; MBA, University of West Florida

Norah S. Hooper, *Associate Professor of Education (2001, 2004)*
B.A., St. Mary's College; M.S., State University of New York at Cortland; M.Ed., University of North Carolina at Chapel Hill; Ph.D., George Mason University

Suzanne G. Houff, *Associate Professor of Education (2000, 2003)*
B.S., Longwood College; M.Ed., Virginia Commonwealth University; Ed.S., The George Washington University; Ph.D., Old Dominion University

Liane R. Houghtalin, *Associate Professor of Classics (1995, 2002)*
A.B., University of Michigan at Ann Arbor; M.A., Ph.D., Bryn Mawr College

Helen M. Housley, *Assistant Professor of Theatre (1995, 2004)*
B.A., St. Mary's College; M.A., Western Illinois University; Ph.D., University of Maryland

Daniel J. Hubbard, *Associate Professor of Business Administration (1999, 2006)*
A.B., Georgia State University; B.S., Georgia Institute of Technology; M.A., Middlebury College; M.Acct., Ph.D., Virginia Polytechnic Institute & State University

Margaret W. Huber, *Distinguished Professor of Anthropology (1974, 1994)*
B.A., Bryn Mawr College; B.Litt., D.Phil., Oxford University

Carter L. Hudgins, *Hofer Chair and Distinguished Professor of Early American Culture and Historic Preservation (2000, 2000)*
B.A., University of Richmond; M.A., Wake Forest University; Ph.D., The College of William and Mary

Jane L. Huffman, *Associate Professor of Education (2007, 2007)*
B.S., M.S., Radford University; Ed.D., Virginia Polytechnic Institute & State University

W. Shawn Humphrey, *Assistant Professor of Economics (2005, 2005)*
B.A., Earlham College; M.A., Virginia Commonwealth University; M.A., Ph.D., Washington University

David E. Hunt, Jr., *Professor of Theatre (1982, 2001)*
B.A., State University of New York at Buffalo; MFA, University of California at Los Angeles

Debra L. Hydorn, *Professor of Mathematics (1994, 2006)*
B.S., University of Michigan at Ann Arbor; M.S., University of Texas at San Antonio; Ph.D., University of Michigan at Ann Arbor

Jennifer J. Jakubecy, *Associate Professor of Education (2002, 2008)*
B.A., James Madison University; M.Ed., Ph.D., University of Virginia

Jason C. James, *Assistant Professor of Anthropology (2005, 2005)*
B.A., Boston University; M.A., Ph.D., University of California at San Diego

Rosemary K. Jesionowski, *Assistant Professor of Art (2008, 2008)*
BFA, Ohio University; MFA, Indiana University

Christina Kakavá, *Professor of Linguistics (1994, 2006)*
B.A., University of Athens; M.S., Ph.D., Georgetown University

Teresa A. Kennedy, *Professor of English (1991, 2003)*
B.A., M.A., Ph.D., The Catholic University of America

Joella C. Killian, *Professor of Biology (1984, 1996)*
B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro; Ph.D., North Carolina State University

Michael D. Killian, *Lecturer in Biology (2000, 2003)*
B.S., Master of Agriculture, North Carolina State University

Christopher T. Kilmartin, *Professor of Psychology (1989, 2001)*
B.S., M.S., Frostburg State College; M.S., Ph.D., Virginia Commonwealth University

George King, III, *Professor of Physics (1987, 1994)*
B.A., Talladega College; M.S., Ph.D., Stanford University

Kimberley L. Kinsley, *Assistant Professor of Leadership and Management (2003, 2007)*
B.S., University of Maryland; M.A., J.D., University of Detroit

Ben Odhiambo Kisila, *Assistant Professor of Geology (2005, 2005)*
B.S., Nairobi University; M.S., University of Victoria; Ph.D., University of Arkansas

David W. Kolar, *Associate Professor of Psychology (1995, 2004)*
B.A., San Diego State University; M.A., Ph.D., University of California at Riverside

Janusz Konieczny, *Professor of Mathematics (1992, 2004)*
M.S., Jagiellonian University; Ph.D., The Pennsylvania State University

Leonard R. Koos, *Associate Professor of French (1992, 1997)*
B.A., University of California at Los Angeles; M.A., M.Phil., Ph.D., Yale University

John M. Kramer, *Distinguished Professor of Political Science (1971, 1990)*
B.A., LaSalle College; M.A., Ph.D., University of Virginia

Jeremy G. Larochelle, *Assistant Professor of Spanish (2006, 2006)*
B.A., The College of William and Mary; M.A., Ph.D., Rutgers, The State University of New Jersey

Elizabeth F. Larus, *Associate Professor of Political Science (1997, 2004)*
B.A., Creighton University; M.A., University of Oklahoma; M.A., Ph.D., University of Virginia

Jangwoon (Leo) Lee, *Instructor of Mathematics (2008, 2008)*
B.S., Kangnam University, South Korea; M.S., Sogang University, South Korea

J. Larry Lehman, *Professor of Mathematics (1986, 1998)*
B.A., Eastern Mennonite College; Ph.D., University of Virginia

Emile J. Lester, *Assistant Professor of Political Science (2006, 2007)*
B.A., The George Washington University; M.Sc., London School of Economics; Ph.D., University of Virginia

Elizabeth F. Lewis, *Associate Professor of Spanish (1992, 2003)*
B.A., Auburn University; M.A., Ph.D., University of Virginia

Lynn O. Lewis, *Professor of Biology (1989, 2002)*
B.S., Ph.D., Virginia Polytechnic Institute & State University

Miriam N. Liss, *Associate Professor of Psychology (2001, 2007)*
B.A., Wesleyan University; M.A., Ph.D., University of Connecticut

Jessica C. Locke, *Assistant Professor of Spanish (2006, 2006)*
B.A., McGill University; M.A., Ph.D., El Colegio de México

Kathryn E. Loesser-Casey, *Professor of Biology (1994, 2006)*
B.A., Drew University; Ph.D., Rutgers University and University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School

David J. Long, *Professor of Music (1980, 1991)*
B.M., Arizona State University; M.M., DMA, North Texas State University

Eric G. Lorentzen, *Assistant Professor of English (2004, 2004)*
B.A., Rowan University; M.A., Ph.D., The Pennsylvania State University

B. David MacEwen, *Professor of Psychology (1969, 1979)*
B.A., La Verne College; M.A., University of California at Los Angeles; Ph.D., Arizona State University

Kenneth D. Machande, *Assistant Professor of Business Administration (2004, 2004)*
A.A., University of Maryland; BLS, Mary Washington College; MBA, Albany State University

Virginia H. Mackintosh, *Assistant Professor of Psychology (2008, 2008)*
B.A., State University of New York at Binghamton; M.S., Ph.D., Virginia Commonwealth University

Jennifer R. Mailloux, *Assistant Professor of Psychology (2003, 2003)*
B.A., Fairfield University; M.A., Ph.D., State University of New York at Stony Brook

Kristen L. Marsh, *Associate Professor of Sociology (2000, 2006)*
B.A., M.A., Georgia State University; Ph.D., Emory University

Leslie E. Martin, *Assistant Professor of Sociology (2007, 2007)*
B.A., The College of William and Mary; M.A., Temple University; Ph.D., Emory University

Louis A. Martinette, *Associate Professor of Leadership and Management (2003, 2008)*
B.S., Old Dominion University; MBA, Golden Gate University; DBA, Ph.D., Nova Southeastern University

Maria Isabel Martinez-Mira, *Assistant Professor of Spanish (2005, 2005)*
B.A., University of Murcia; M.A., Ph.D., University of Illinois at Urbana-Champaign

Mary Elizabeth S. Mathews, *Assistant Professor of Religion (2000, 2006)*
A.B., The College of William and Mary; M.A., Ph.D., University of Virginia

Maya Mathur, *Assistant Professor of English (2006, 2006)*
B.A., St. Stephen's College; M.A., Ph.D., University at Buffalo, The State University of New York

Susan C. Matts, *Associate Professor of Physics (2001, 2005)*
B.A., Gettysburg College; Ph.D., University of Florida

Jason P. Matzke, *Assistant Professor of Philosophy (2007, 2007)*
B.S., Ball State University; MAIS, Oregon State University; M.A., Ph.D., Michigan State University

Marie E. McAllister, *Associate Professor of English (1998, 2002)*
B.A., Yale University; Ph.D., Princeton University

Christine A. McBride, *Professor of Psychology (1994, 2006)*
B.A., University of Portland; M.A., Ph.D., University of California at Riverside

Venitta C. McCall, *Professor of Education (1980, 2005)*
B.S., Niagara University; MBA, University of North Florida; Ed.D., Virginia Polytechnic Institute & State University

Jeffrey W. McClurken, *Associate Professor of History (1999, 2007)*
B.A., Mary Washington College; M.A., Ph.D., The Johns Hopkins University

Kevin J. McCluskey, *Associate Professor of Theatre (2001, 2007)*
BFA, University of South Dakota; MFA, Indiana University; MLS, Southern Connecticut State University

George R. Meadows, *Associate Professor of Education (1997, 2003)*
B.S., Marshall University; M.S., Emory University; Ed.D., West Virginia University

Keith E. Mellinger, *Associate Professor of Mathematics (2003, 2008)*
B.S., Millersville University; M.S., Ph.D., University of Delaware

Margaret A. Mi, *Professor of Business Administration (1989, 2002)*
BBA, MBA, Eastern New Mexico University; Ph.D., Virginia Commonwealth University

Nina Mikhalevsky, *Professor of Philosophy (2006, 2006)*
B.A., Boston University; M.A., Ph.D., Georgetown University

Krystyn R. Moon, *Assistant Professor of History (2006, 2006)*
B.A., Pomona College; M.A., Ph.D., The Johns Hopkins University

John T. Morello, *Professor of Communication (1989, 1996)*
A.B., The College of William and Mary; M.A., Northern Illinois University; Ph.D., Wayne State University

H. Nicole Myers, *Associate Professor of Education (2005, 2008)*
B.A., Ph.D., George Mason University; M.Ed., University of Virginia

Craig T. Naylor, *Associate Professor of Music (2001, 2007)*
B.A., Humboldt State University; M.M., DMA, University of Southern California

Kavatus R. Newell, *Assistant Professor of Education (2005, 2005)*
B.A. Loyola University of New Orleans; M.Ed., Xavier University of Louisiana; Ph.D., University of Southern Mississippi

Joseph W. Nicholas, *Associate Professor of Geography (1991, 1997)*
B.A., Bemidji State University; M.S., University of North Dakota; Ph.D., University of Georgia

Lorene C. Nickel, *Professor of Art (1981, 1996)*
B.A., Goshen College; MFA, University of Florida

Vera Niebuhr, *Associate Professor of German (1977, 1983)*
B.A., Douglass College; M.A., Ph.D., University of Wisconsin at Madison

Denis Nissim-Sabat, *Professor of Psychology (1976, 1990)*
B.A., Case Western Reserve University; Ph.D., Temple University

Bruce R. O'Brien, *Professor of History (1990, 2003)*
B.A., St. Olaf College; M.A., M. Phil., Ph.D., Yale University

Marjorie A. Och, *Professor of Art (1994, 2008)*
B.A., Towson State University; M.A., University of Delaware; Ph.D., Bryn Mawr College

Deborah A. O'Dell, *Associate Professor of Biology (1992, 1998)*
B.S., Ursinus College; Ph.D., State University of New York at Stony Brook

Timothy M. O'Donnell, *Associate Professor of Communication (1999, 2005)*
B.A., M.A., Wake Forest University; Ph.D., University of Pittsburgh

Joan T. Olson, *Associate Professor of Sociology (1979, 1985)*
B.A., Wheaton College; M.A., Michigan State University; Ph.D., Northwestern University

Smita Jain Oxford, *Senior Lecturer in Business Administration (2003, 2005)*
B.A., Wellesley College; MBA, Columbia University; M.A., University of Maryland

Judith A. Parker, *Professor of Linguistics (1987, 2008)*
B.A., Sarah Lawrence College; M.A., Ph.D., Brown University

Melina A. Patterson, *Assistant Professor of Geography (2003, 2004)*
B.A., Pitzer College; M.A., Ph.D., Rutgers University

Larry W. Penwell, *Professor of Business Administration and Psychology (1989, 2003)*
B.A., M.A., Ph.D., University of Cincinnati

Lester G. Phares, *Assistant Professor of Business Administration (2005, 2005)*
B.S., Purdue University; M.S., Ph.D., University of Pennsylvania

Jennifer A. Polack-Wahl, *Associate Professor of Computer Science (1998, 2004)*
B.S., University of Scranton; M.S., Pace University; Ph.D., University of South Florida

Allyson M. Poska, *Professor of History (1992, 2004)*
B.A., The Johns Hopkins University; M.A., Brown University; Ph.D., University of Minnesota at Minneapolis

Scott M. Powers, *Assistant Professor of French (2002, 2003)*
B.S. Ed., Arizona State University; M.A., Ph.D., Tulane University

Colin T. Rafferty, *Assistant Professor of English (2008, 2008)*
B.A., Kansas State University; M.A., Iowa State University; MFA, University of Alabama

Donald N. Rallis, *Associate Professor of Geography (1990, 1998)*
B.A., B.S., University of the Witwatersrand; M.A., University of Miami; Ph.D., The Pennsylvania State University

P. Anand Rao, *Associate Professor of Communication (2002, 2002)*
B.A., M.A., Ph.D., University of Pittsburgh

Margaret A. Ray, *Professor of Economics (1993, 2005)*
B.S., Oklahoma State University; M.A., Western Illinois University; Ph.D., University of Tennessee

David A. Rettinger, *Assistant Professor of Psychology (2006, 2006)*
B.A., University of Michigan at Ann Arbor; M.A., Ph.D., University of Colorado at Boulder

Patricia E. Reynolds, *Instructor of Education (2003, 2007)*
B.A., College of Notre Dame; MATL, University of Southern Mississippi

Gary N. Richards, *Assistant Professor of English (2008, 2008)*
B.A., Trinity University; M.A., Ph.D., Vanderbilt University

Maria C. Riegger, *Senior Lecturer in Modern Foreign Languages (1993, 2004)*
B.A., M.A., George Mason University; Ph.D., Georgetown University

Jess M. Rigelhaupt, *Assistant Professor of American Studies (2008, 2008)*
B.A., University of California at Santa Cruz, M.A., Ph.D., University of Michigan at Ann Arbor

Mary B. Rigsby, *Professor of English (1992, 2004)*
B.A., M.A., Ph.D., Temple University

Brian R. Rizzo, *Assistant Professor of Geography (2007, 2007)*
B.A., M.A., University of Western Ontario; Ph.D., University of Virginia

Warren G. Rochelle, *Associate Professor of English (2000, 2004)*
B.A., University of North Carolina at Chapel Hill; M.S., Columbia University; MFA, Ph.D., University of North Carolina at Greensboro

Joseph M. Romero, *Associate Professor of Classics (2000, 2006)*
B.A., Mary Washington College; Ph.D., Duke University

Marcel P. Rotter, *Assistant Professor of German (2004, 2004)*
Diplome, Pad Hock Erfurt Muhlhausen; Ph.D., University of Wisconsin at Madison

Farhang Rouhani, *Associate Professor of Geography (2001, 2007)*
B.A., University of California at Berkeley; M.A., Ph.D., University of Arizona

Robert S. Rycroft, *Professor of Economics (1977, 1989)*
B.A., The College of William and Mary; M.A., Ph.D., University of Maryland

José Ángel Sáinz, *Associate Professor of Spanish (2001, 2007)*
B.A., Universidad de Deutso; M.A., West Virginia University; Ph.D., University of Maryland

Douglas W. Sanford, *Associate Professor of Historic Preservation (1990, 2001)*
B.A., The College of William and Mary; M.A., University of Pennsylvania; M.A., Ph.D., University of Virginia

Mara N. Scanlon, *Associate Professor of English (1999, 2005)*
B.A., University of Virginia; M.A., Ph.D., University of Wisconsin at Madison

Holly H. Schiffrin, *Assistant Professor of Psychology (2005, 2005)*
B.S., Mary Washington College; M.S., Ph.D., University of Miami

Debra J. Schleef, *Associate Professor of Sociology (1999, 2005)*
B.A., Indiana University at Indianapolis; M.A., Ph.D., Northwestern University

Philip G. Schmehl, *Lecturer in Athletics, Health, and Physical Education (2004, 2004)*
B.A., Bucknell University; M.S., Smith College

Federico Schneider, *Assistant Professor of Italian (2004, 2004)*
Diploma, Berklee College of Music; M.A., Boston College; Ph.D., Yale University

Raymond B. Scott, *Professor of Chemistry (1984, 1998)*
B.A., Hartwick College; M.S., Ph.D., University of Cincinnati

Mathew E. Sellman, *Senior Lecturer in Athletics, Health, and Physical Education (2007, 2007)*
B.A., Pacific Lutheran University; M.A., University of Findlay

Charles M. Sharpless, *Assistant Professor of Chemistry (2004, 2004)*
B.A., The Johns Hopkins University; Ph.D., Duke University

Marie P. Sheckels, *Professor of Education and Mathematics (1981, 1999)*
B.A., Saint Mary's College; M.A., The Pennsylvania State University; Ph.D., University of Maryland

Thomas F. Sheridan, *Associate Professor of Athletics, Health, and Physical Education (1987, 1996)*
B.S., Lock Haven State College; M.S.Ed., James Madison University

Ranjit Singh, *Assistant Professor of Political Science (2004, 2005)*
B.A., Mary Washington College; M.A., Georgetown University; Ph.D., University of Virginia

Kelli M. Slunt, *Professor of Chemistry (1995, 2008)*
B.S., Mary Washington College; Ph.D., University of Virginia

Andréa D. Livi Smith, *Assistant Professor of Historic Preservation (2008, 2008)*
B.A., Brown University; M.S., University of Vermont

Constance F. Smith, *Senior Lecturer in English (1970, 1983)*
B.A., University of Maryland; M.A., University of Pennsylvania

Roy H. Smith, *Distinguished Professor of Psychology (1970, 1999)*
B.S., University of Tennessee; Ph.D., University of Pennsylvania

David S. Soper, *Associate Professor of Athletics, Health, and Physical Education (1984, 1998)*
B.S., M.Ed., Frostburg State College

Meena Srinivasan, *Assistant Professor of Computer Information Systems (2003, 2003)*
B.S., M.S., University of Madras, India; M.S. Ph.D., George Mason University

Mukesh Srivastava, *Assistant Professor of Computer Information Systems (2004, 2004)*
B.S., Garhwal University, India; MBA, Jackson State University; DBA, University of Surrey, United Kingdom

Stephen P. Stageberg, *Associate Professor of Economics (1982, 1990)*
BSFS, M.A., Ph.D., Georgetown University

Gary W. Stanton, *Associate Professor of Historic Preservation (1989, 1995)*
B.A., University of California at Santa Barbara; M.A., Ph.D., Indiana University

Debra C. Steckler, *Associate Professor of Psychology (1982, 1990)*
B.A., Butler University; M.S., Ph.D., University of Georgia

Gregg Stull, *Professor of Theatre (1991, 2005)*
B.A., Mary Washington College; M.A., University of Maryland

Suzanne Sumner, *Professor of Mathematics (1992, 2004)*
B.S., University of North Carolina at Chapel Hill; M.S., Ph.D., North Carolina State University

Melanie D. Szulczewski, *Assistant Professor of Environmental Science (2008, 2008)*
B.A., Cornell University; M.S., Ph.D., University of Wisconsin at Madison

Sharon L. Teabo, *Assistant Professor of Education (2005, 2005)*
BFA, MFA, Ed.D., West Virginia University

Neil E. Tibert, *Associate Professor of Environmental Science and Geology (2003, 2007)*
B.S., M.S., Dalhousie University; Ph.D., University of Massachusetts at Amherst

Abbie M. Tomba, *Assistant Professor of Biology (2006, 2006)*
B.S., M.S., Bowling Green State University; Ph.D., Auburn University

Clarence W. Tweedy, III, *Assistant Professor of English (2006, 2007)*
B.A., Virginia Military Institute; M.A., Ph.D., University of Kentucky

Jo Tyler, *Associate Professor of Linguistics and Education (1999, 2003)*
B.A., Michigan State University; M.Ed., University of Virginia; M.A., Ph.D., University of Florida

Craig R. Vasey, *Professor of Philosophy (1986, 1999)*
B.A., Towson State College; Doctorate, Université de Paris; Ph.D., Brown University

Brenda E. Vogel, *Professor of Education (1977, 1988)*
BFA, Virginia Commonwealth University; M.A.Ed., Ed.D., Virginia Polytechnic Institute & State University

Shara M. Voisard, *Assistant Professor of Spanish (2005, 2005)*
B.A., M.A., Ph.D., Arizona State University

Stephen H. Watkins, *Associate Professor of English (1990, 1996)*
B.A., M.A., Ph.D., Florida State University

Roy B. Weinstock, *Professor of Psychology (1968, 1974)*
B.A., Brooklyn College; M.A., Hollins College; Ph.D., Syracuse University

Marie A. Wellington, *Professor of French (1991, 2000)*
B.A., Wellesley College; A.M., Ph.D., Harvard University

Zachary N. Whalen, *Instructor of English (2008, 2008)*
B.A., Carson-Newman College; M.A., University of Florida

Charles E. Whipkey, *Associate Professor of Geology (2000, 2006)*
B.S., The Pennsylvania State University; M.S., North Carolina State University; Ph.D., University of Pittsburgh

Fred T. Whitman, *Senior Lecturer in Business Administration (1980, 1990)*
B.A., Catawba College; MBA, University of Alabama at Tuscaloosa

Werner Wieland, *Professor of Biology (1983, 1995)*
B.S., M.S., Virginia Commonwealth University; Ph.D., Auburn University

Rodrick L. Wood, *Senior Lecturer in Athletics, Health, and Physical Education (1996, 1999)*
B.A., Randolph-Macon College; M.Ed., National-Louis University

Grant R. Woodwell, *Professor of Geology (1986, 1998)*
B.A., Columbia University; M.Phil., Ph.D., Yale University

Dale L. Wright, *Associate Professor of Education (2001, 2007)*
B.A., M.Ed., University of North Carolina at Wilmington; Ph.D., University of New Hampshire

Ronald A. Zacharski, *Assistant Professor of Computer Science (2007, 2007)*
BFA, University of Wisconsin at Milwaukee; Ph.D., University of Minnesota

Marsha F. Zaidman, *Associate Professor of Computer Science (1982, 1991)*
B.S., Brooklyn College; M.S., The George Washington University

Xiaofeng Zhao, *Assistant Professor of Business Administration (2007, 2007)*
B.S., Xiam Jiaotong University; M.Phil., Northwestern University; MBA, Indiana University of Pennsylvania

Deborah L. Zies, *Assistant Professor of Biology (2006, 2006)*
B.A., Rollins College; M.S., Tulane University; Ph.D., University of Florida

EMERITI

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B.S., Virginia Commonwealth University; MPA, West Virginia College of Graduate Studies; Ed.D., Virginia Polytechnic Institute & State University

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B.A., M.A., Lehigh University; Ph.D., Yale University

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B.A., Carson-Newman College; M.S., Madison College

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Dottore in Lingue e Letterature Moderne, Università Bocconi

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B.S., M.Ed., Pennsylvania State University; D.M.A., The Catholic University of America

Rachel J. Benton, *Professor Emerita of Health, Physical Education, and Recreation*
B.A., De Pauw University; M.A., Ph.D., State University of Iowa

J. Christopher Bill, *Professor Emeritus of Psychology*
B.S., College of the Holy Cross; M.S., University of Bridgeport; Ph.D., Dartmouth College

Julien Binford, *Professor Emeritus of Art*
Graduate, Art Institute of Chicago; Ryerson Fellowship for study in France; Virginia Museum Senior Fellowship; Rosenwald Fellowship

Roger J. Bourdon, *Professor Emeritus of History*
B.S, Loyola University of Los Angeles; M.A., Ph.D., University of California at Los Angeles

Marshall E. Bowen, *Distinguished Professor Emeritus of Geography*
B.Ed., Plymouth Teachers College; M.A., Kent State University; Ph.D., Boston University

Joseph Bozicevic, *Professor Emeritus of Modern Foreign Languages*
B.S., Juniata College; M.A., Middlebury College; Ph.D., Georgetown University

Juliette Breffort-Blessing, *Professor Emerita of Modern Foreign Languages*
L.ès L., University of Lille; D.E.S., University of Paris; Diplome de L'Institut d'Études
L.ès L., University of Lille; D.E.S., University of Paris; Diplome de L'Institut d'Études Politiques de Paris; Doct. U., University of Dijon

Nathaniel Brown, *Professor Emeritus of English*
B.A., Princeton University; M.A., Syracuse University; Ph.D., Columbia University

Stanley F. Bulley, *Professor Emeritus of Music*
L.R.A.M., Royal Academy of Music; Mus.Bac., Mus.Doc., University of Toronto; A.R.C.O., Royal College of Organists

Otho C. Campbell, *Associate Professor Emeritus of History*
B.A., University of Richmond; M.A., American University; Ph.D., University of Virginia

Herbert L. Cover, *Professor Emeritus of Chemistry*
B.S., M.S., Ph.D., University of Virginia

Judith A. Crissman, *Professor Emerita of Chemistry*
B.A., Thiel College; Ph.D., University of North Carolina at Chapel Hill

Steven L. Czarsty, *Professor Emeritus of Business Administration*
B.S., B.A., University of Hartford; M.B.A. University of Connecticut; D.B.A. George Washington University

Fredrick Davidson, *Professor Emeritus of Business Administration*
B.S., Texas A & M University; MBA, Ph.D., University of Pittsburgh

Daniel A. Dervin, *Professor Emeritus of English*
B.A., Creighton University; M.A., Ph.D., Columbia University

Eileen K. Dodd, *Professor Emerita of Psychology*
Ph.B., Muhlenburg College; M.A., Ph.D., New York University

Mildred A. Droste, *Associate Professor Emerita of Health and Physical Education*
B.S., Longwood College; M.Ed., Women's College of the University of North Carolina

Albert G. Duke, *Associate Professor Emeritus of Speech*
A.B., M.A., Syracuse University

Samuel T. Emory, Jr., *Distinguished Professor Emeritus of Geography*
A.B., M.A., University of North Carolina; Ph.D., University of Maryland

Lewis P. Fickett, Jr., *Distinguished Professor Emeritus of Political Science*
A.B., Bowdoin College; L.L.B., M.P.A., Ph.D., Harvard University

Victor A. Fingerhut, *Associate Professor Emeritus of Political Science*
B.A., M.A., Yale University

Delmont F. Fleming, *Professor Emeritus of English*
B.A., Eastern Baptist College; M.A., Ph.D., University of Pennsylvania

John K. George, *Professor Emeritus of Chemistry*
A.B., Columbia University; M.S., University of Connecticut; M.S., Clarkson College; Ph.D., University of Virginia

Donald E. Glover, *Distinguished Professor Emeritus of English*
B.A., The College of William and Mary; M.A., Ph.D., University of Virginia

James B. Gouger, *Professor Emeritus of Geography*
B.A., Montclair State College; M.A., Ph.D., University of Florida

Stephen L. Griffin, *Professor Emeritus of Art*
BFA, University of South Dakota; MFA, University of Wisconsin at Madison

Anne F. Hamer, *Associate Professor Emerita of Music*
B.M., University of Michigan; M.M., The Catholic University of America

Susan J. Hanna, *Professor Emerita of English*
B.A., Ohio State University; M.A., Ph.D., University of Michigan

Richard E. Hansen, *Distinguished Professor Emeritus of English*
B.A., M.S., Ph.D., Duke University

Anna Mae Harris, *Associate Professor Emerita of Mathematical Sciences*
B.A., Mary Washington College; M.A., University of Virginia

Diane F. Hatch, *Professor Emerita of Classics*
B.A., Sweet Briar College; M.A., Ph.D., University of North Carolina

Sonja Dragomanovic Haydar, *Professor Emerita of Dance*
Professional Dance Certificate, Zagreb State Opera Ballet School; Diploma, Meister für Tranz, Berlin; Mozarteum Conservatory of Music, Salzburg

Rosemary H. Herman, *Associate Professor Emerita of Modern Foreign Languages*
A.B., Woman's College of the University of North Carolina; M.A., University of North Carolina

Henry W. Hewetson, *Professor Emeritus of Economics*
B.A., University of Toronto; M.A., University of British Columbia; Ph.D., University of Chicago

Margaret M. Hofmann, *Professor Emerita of Modern Foreign Languages*
A.B., Wellesley College; M.A., University of New Hampshire; Ph.D., University of Kansas

Miriam B. Hoge, *Professor Emerita of Modern Foreign Languages*
A.B., Randolph-Macon Women's College; M.A., Ph.D., University of Pennsylvania

Joseph E. Holmes, *Associate Professor Emeritus of Mathematical Sciences*
B.S., M.S., State University of New York at New Paltz; Ed.D., University of Virginia

Patricia J. Holmes, *Associate Professor Emerita of Mathematics*
B.A., University of Colorado; M.S., Oregon State University

Anna S. Hoye, *Professor Emerita of Biological Sciences*
A.B., Lynchburg College; M.S., Ph.D., University of Wisconsin

Rose Mary Johnson, *Professor Emerita of Biological Sciences*
A.B., Hood College; M.A., Ph.D., University of Virginia

Thomas L. Johnson, *Professor Emeritus of Biological Sciences*
B.A., Lynchburg College; M.A., Ph.D., University of Virginia

J. William Kemp, Jr., *Professor Emeritus of English*
B.A., Millsaps College; M.A., Mississippi State University; Ph.D., University of South Carolina at Columbia

Richard J. Krickus, *Distinguished Professor Emeritus of Political Science*
B.A., The College of William and Mary; M.A., University of Massachusetts; Ph.D., Georgetown University

Bernard C. Lemoine, *Professor Emeritus of Music*
B.M., Oberlin Conservatory of Music; M.M., University of Illinois; Ph.D., The Catholic University of America

Almont Lindsey, *Professor Emeritus of History*
B.S., Knox College; M.A., Ph.D., University of Illinois

Stephen L. Lipscomb, *Professor Emeritus of Mathematics*
B.A., Fairmont State College; M.A., West Virginia University; Ph.D., University of Virginia

Bernard L. Mahoney, Jr., *Distinguished Professor Emeritus of Chemistry*
B.S., M.S., Boston College; Ph.D., University of New Hampshire

Carol S. Manning, *Professor Emerita of English*
B.A., Delta State College; M.A., University of Kentucky; Ph.D., State Universtiy of New York at Albany

Adrienne C. May, *Associate Professor Emerita of Education*
B.A., M.A.L.S., Mary Washington College; Ed.D,. Universtiy of Virginia

Robert L. McConnell, *Professor Emeritus of Geology*
B.S., M.S., University of Tennessee; Ph.D., University of California at Santa Barbara

Sammy R. Merrill, *Distinguished Professor Emeritus of German*
B.A., Wake Forest University; M.A., Duke University; Ph.D., Cornell University

Barbara S. Meyer, *Professor Emerita of Art*
B.A., Trinity University; M.A., University of Maryland; Ph.D., Johns Hopkins University

Fred E. Miller, *Associate Professor Emeritus of Economics*
A.B., M.A., Colorado State College of Education

Nancy H. Mitchell, *Professor Emerita of English*
B.A., Swarthmore College; M.A., Yale University; Ph.D., The Catholic University of America

Sidney H. Mitchell, *Professor Emeritus of English*
B.A., Swarthmore College; M.A., Ph.D., University of Virginia

Thomas G. Moeller, *Professor Emeritus of Psychology*
B.A., Marquette University; M.A., Ph.D., University of Iowa

W. Brown Morton, III, *Professor Emeritus of Historic Preservation*
BAH, University of Virginia; Diplome, École des Beaux Arts

Paul C. Muick, *Professor Emeritus of Art*
B.F.A., Ohio State University; A.M., University of Chicago; Ph.D., Ohio State University

Nikola M. Nikolic, *Professor Emeritus of Physics*
B.S., Belgrade University; M.A., Ph.D., Columbia University

Patricia P. Norwood, *Professor Emerita of Music*
B.M., Wheaton College; M.M., Ph.D., University of Texas at Austin

Cornelia D. Oliver, *Distinguished Professor Emerita of Art*
B.A., Smith College; A.M., Duke University; Ph.D., The Catholic University of America

Richard P. Palmieri, *Professor Emeritus of Geography*
B.S., State College at Boston; M.A., University of Texas; Ph.D., University of California at Davis

Mary Jo Parrish, *Professor Emerita of Biological Sciences*
B.A., M.A., University of North Carolina; Ph.D., University of Virginia

Aniano Peña, *Professor Emeritus of Modern Foreign Languages*
M.A., Temple University; Ph.D., University of Pennsylvania

Mary W. Pinschmidt, *Distinguished Professor Emerita of Biological Sciences*
A.B., Western Maryland College; A.M., Duke University; Ph.D., Medical College of Virginia

William C. Pinschmidt, Jr., *Professor Emeritus of Biological Sciences*
B.S., Mount Union College; M.S., Ohio State University; Ph.D., Duke University

William Ray Pope, *Associate Professor Emeritus of Psychology*
B.S., M.A., Middle Tennesse State University; Ph.D., Virginia Commonwealth University

Alice B. Rabson, *Professor Emerita of Psychology*
A.B., Cornell University; M.S., Ph.D., Purdue University

Claudia M. Read, *Professor Emerita of Health, Physical Education, and Recreation*
B.S., Women's College of the University of North Carolina; M.A., New York University

Joanna L. Reynolds, *Associate Professor Emerita of Spanish*
A.B., Wesleyan College; M.A., Duke University; Ph.D., George Washington University

John H. Reynolds, *Professor Emeritus of Computer Science*
A.S., Eastern Oklahoma A & M; B.S. Southeastern State College; M.S., State University of New York at Stony Brook

Carmen L. Rivera, *Professor Emerita of Modern Foreign Languages*
B.A., University of Puerto Rico; M.A., Florida State College for Women; Ph.D., University of Salamanca

Key Sun Ryang, *Professor Emeritus of History*
B.A., Trinity University; M.A., Ph.D., University of Maryland

Raman K. Singh, *Professor Emeritus of English*
B.A., Saint Stephen's College; M.A., Western Michigan University; Ph.D., Purdue University

Paul C. Slayton, Jr., *Distinguished Professor Emeritus of Education*
B.S., M.Ed., Ed.D., University of Virginia

Charles A. Sletten, *Professor Emeritus of Sociology*
B.A., University of Virginia; A.M., Ph.D., Harvard University

Mary Ellen Stephenson, *Professor Emerita of Modern Foreign Languages*
B.A., Westhampton College; M.A., Middlebury College; Ph.D., University of Chicago

Glen R. Thomas, *Professor Emeritus of American Studies*
B.A., Stanford University; M.A., American University; Ph.D., Emory University

Arthur L. Tracy, *Associate Professor Emeritus of History and American Studies*
B.A., Barrington College; M.A., Ph.D., American University

Joseph C. Vance, *Professor Emeritus of History*
B.A., M.A., Ph.D., University of Virginia

George Montgomery Van Sant, *Professor Emeritus of Philosophy*
A.B., St. John's College; M.A., Ph.D., University of Virginia

Richard H. Warner, *Professor Emeritus of History*
A.B., Dartmouth College; M.A., Ph.D., New York University

Katharine F. Wells, *Associate Professor Emerita of Health, Physical Education, and Recreation*
B.S., New York University; Ed.M., Boston University; M.S., Wellesley College; Ph.D., State University of Iowa

Janet F. Wishner, *Professor Emerita of Philosophy*
B.A., University of Leeds; M.A., Bedford College, University of London; Ph.D., University of Georgia

Lawrence Wishner, *Professor Emeritus of Chemistry*
B.A., M.A., Ph.D., University of Maryland

Rebecca T. Woosley, *Associate Professor Emerita of Health and Physical Education*
A.B., Women's College of the University of North Carolina; B.S., Mary Washington College; M.S., Louisiana State University

Janet G. Zeleznock, *Associate Professor Emerita of Mathematics*
B.S., Saint Francis College; M.A., Duquesne University

Benjamin F. Zimdars, *Professor Emeritus of History*
B.A., North Central College; M.A., University of Wisconsin; Ph.D., University of Texas

Paul M. Zisman, *Professor Emeritus of Education*
B.A., The College of William and Mary; M.A.T., Howard University; Ph.D., The Catholic University of America

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

QUICK REFERENCE - TELEPHONE NUMBERS

Advising Services.....286-8030
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A

Academic Bankruptcy (Student Academic Progress) 41
Academic Dispute (Appeal, Grade) 34-35
Academic Honors 47-50
Academic Probation (Student Academic Progress) 41
Academic Programs 51-116
Academic Resources 23-26
Academic Rules and Regulations 27-46
Academic Standing (Student Academic Progress) 40
Academic Standing Advisory Committee 27
Accelerated Degree Programs 27-28
Accounting (BPS) 56
Accounting (MBA) 65
Accounting, Post-Baccalaureate Certificate in 74
Accounting (ACCT) Course Descriptions 121-124
ACE (American Council on Education) credit 28
Across-the-Curriculum Requirements (BPS) 53
ACT 26, 91-94
Add (Course Registration) 11
Administration 176-181
Administration and Supervision Endorsement 101, 104
Admission 28
Admissions for Adult Programs, Office of 11
Admission Requirements (MBA) 61
Admission Requirements (MBA-MSMIS) 83-84
Admission Requirements (M.Ed., Track I) 90-91
Admission Requirements (M.Ed., Track II) 101-102
Admission Requirements (MSMIS) 77-78
Advance Registration 28
Advising Services, Office of 23
American Council On Education (ACE) 28
Appeal, Grade (Academic Dispute) 34-35
Application for Admission 28
Attendance 35
Audit (Course Registration) 11-12
Autism 114-115

B

Bachelor of Professional Studies 51-59
Bachelor of Professional Studies (BPST) Course Descriptions 124-125
BPS Concentrations 56-59
Business and Information Science Certificates 71-76

C

Calendar 170-174
Career Services 23
Center for Professional Development 117-118
Certificates 29, 71-76, 110-115
Certificate in Accounting 74
Certificate in Contracts and Procurement Management 75
Certificate in Educational Leadership 111
Certificate in Geographic Information Science 73
Certificate in Gifted Education 112
Certificate in Health Care Management 75
Certificate in Instructional Technology Leadership 113
Certificate in Literacy Specialist 111
Certificate in Project Management 76
Certificate in Teaching English as a Second Language 113
Certificate in Teaching Students with Autism 114
Certificate Programs, Business and Information Science 71-76
Certificate Programs, Education 110-115
Classification of Student Level (Student Academic Progress) 41
College Level Examination Program (CLEP) 29-30
Commencement 30
Commonwealth Graduate Engineering Program (CGEP) 119
Communication (COMM) Course Descriptions 125-126
Community Values 8
Computer Information Systems (BPS) 56-57
Computer Information Systems (CIST) Course Descriptions 126-129
Computer Labs 24
Confidentiality of Student Records 16
Conflicts (Exams) 34
Continuance After Interrupted Enrollment 30-31
Continuance After Leave of Absence 31
Continuance After Suspension 31
Continuance After Withdrawal 31
Continuance While on Academic Probation 31-32
Contracts and Procurement Management (MBA) 66
Contracts and Procurement Management, Post-Baccalaureate Certificate in 75
Corequisite Courses 15

Course Descriptions 121-169
Course Numbering 15-16
Credit by Examination 32
Credit Through Standardized Testing 32-33

D

DANTES Subject Standardized tests 32-33
Dean's List 47
Degree Application 33
Degree Requirements 33
Directed Study 16
Directory Information (Student Records) 16-17
Disability Services, Office of 25-26
Dismissal 42-43
Diverse Student Populations 101, 103-104
Drop (Course Registration) 12
Dual Concentrations 33-34

E

Education Certificates 110-115
Education Curriculum and Instruction (EDCI) Course Descriptions 129-136
Educational Leadership 101, 104
Educational Leadership, Graduate Certificate in 111
Educational Leadership (EDEL) Course Descriptions 136-139
Elementary Education Endorsement 95-96
English as a Second Language (ESL) 101, 104-105
Enrollment, Admission and 11-18
Enrollment and Registration, Definitions Related to 15-16
Enrollment Policies and Procedures 11-15
Enrollment, Verification of 18
Exams 34
Externship 24

F

Faculty 182-197
Family Educational Rights and Privacy Act (FERPA) 16-17
Fees, Financial Aid, and Tuition 19-22
Financial Aid 21-22

G

General Education Requirements (BPS) 52-53
General Management (MBA) 66
Geographic Information Science (BPS) 57

Geographic Information Science, Certificate in 73
Geographic Information Science (GISC) Course Descriptions 145-146
Gifted Education 101, 103-104
Global Inquiry 53
GMAT 26
Grade Change 36
Grade Type Change 36
Grading 34-37
Graduate Certificate in Educational Leadership 111
Graduate Certificate in Gifted Education 112
Graduate Certificate in Instructional Technology Leadership 113
Graduate Certificate in Literacy Specialist 111
Graduate Certificate in Teaching English as a Second Language 113
Graduate Honors 49-50
Graduate Management Admission Test (GMAT) 26
Graduate Record Exam (GRE) Subject Tests 26

H

Health Care Management, Post-Baccalaureate Certificate in 75
Health Care Management (MBA) 67
History and Development of the University 7
Honor Council 9, 34, 205
Honor System 9
Hosted Programs 119

I

Illness or Emergencies During the Examination Period 34
In-State Tuition Eligibility 19
Incomplete Grade 36
Information Security (MBA) 67
Initial Teacher Licensure Programs 87-100
Instructional Technology Leadership 101, 105-106
Instructional Technology Leadership (ITEC) Course Descriptions 147-150
Instructor-Initiated Drop 12
Interdisciplinary Studies (BPS) 58
Interdisciplinary Studies (INDS) Course Descriptions 147
Internship (Professional Experiences and Networking Program) 24-25

K

K-12 Special Education Endorsement (General Curriculum) 99-100

L

Law School Admission Test (LSAT) 26
Leadership and Management (BPS) 58-59
Leadership and Management (LRSP) Course Descriptions 150-153
Leave of Absence 37-38
Library (Stafford campus) 25
Literacy Specialist 101, 106
Literacy Specialist (EDLS) Course Descriptions 139-141
Load (Course Registration) 12-13
LSAT 26

M

M.Ed. for Professional Development or Added Teaching Endorsement 100-107
Management Technology (MBA) 67-68
Master of Business Administration 60-70
Master of Business Administration (MBUS) Course Descriptions 153-160
Master of Education 87-109
Master of Science in Management Information Systems 77-82
Master of Science in Management Information Systems
(MMIS and MSCS) Course Descriptions 160-166
MBA Admission Requirements 61
MBA Concentrations 65-70
MBA Course Requirements 63-64
MBA Degree Requirements 61
MBA Foundation Course Waivers 62
MBA-MSMIS Dual Degree 83-86
MBA-MSMIS Admission Requirements 83-84
MBA-MSMIS Degree Requirements 84
MBA-MSMIS Foundation Course Waivers 84
MSMIS Admission Requirements 77-78
MSMIS Degree Requirements 79
MSMIS Foundation Course Waivers 79-80
MSMIS Provisional Admission Requirements 78
Middle Education Endorsement 96
Mission Statement, University of Mary Washington 6-7

N

National Board Certification Support Courses 116
National Testing 26
Network Security (BPS) 59
Nondegree Status 38-39
Nondiscrimination, Statement of 10
Numbering, Course 15

O

Office of Admissions for Adult Programs 11
Office of Advising Services 23
Office of Disability Services 25-26
Office of the Registrar 11
Omicron-Psi National Honor Society 47-48, 49
Organization and Human Resource Development (MBA) 68
Outstanding Student Award 48, 49-50
Overload (Undergraduate) 13

P

Pass/Fail (Grading) 36
Payment Policy (Tuition and Fees) 19
Permanent Record (Student Records) 17
Photo Credits 213
Portfolio (Credit for Life/Work Experience) 53-55
Post-Baccalaureate Certificate in Accounting 74
Post-Baccalaureate Certificate in Contracts and Procurement Management 75
Post-Baccalaureate Certificate in Health Care Management 75-76
Post-Baccalaureate Certificate in Project Management 76
Post-Baccalaureate Certificate in Teaching Students
with Autism and BCABA Option 114-115
Post-Baccalaureate Concentrations 39
Post-Baccalaureate Degrees 39
Post-Baccalaureate Initial Teacher Licensure Program with an M.Ed. Option 87-100
PRAXIS 26, 91-95
PreK-12 Education Endorsements 97-100
Prerequisite Courses 15
President's List 48
Probation 41
Probation, Suspension, and Dismissal 42
Professional Development, Center for 117-118
Professional Experiences and Networking (PEN) Program 24-25
Professional Studies, Bachelor of 51-59
Progress, Academic 42
Project Management (MBA) 68-69
Project Management, Post-Baccalaureate Certificate in 76
Provisional Acceptance to MSMIS 78
Provisional Admission to MSMIS 78
Provisional Status Program Requirements 79
Public Administration (MBA) 69

Q

Quality Points 13, 32, 37, 42

R

Rappahannock Region Small Business Development Center (RRSBDC) 120
Readmission 39
Registrar, Office of the 11
Renrollment 39
Refund Schedule (Tuition and Fees) 19
Registration, Enrollment and 15-16
Reinstatement 39-40
Reinstatement After Suspension for Undergraduate Students 42
Repeating Courses (Undergraduate) 13
Reports, Grade 37
Requests for Graduate Courses 14
Resident Credit 40
Risk Management and Insurance (MBA) 69-70

S

Schedule of Courses 16
Secondary Education Endorsements 97
Secondary Mathematics 101, 106-107
Secondary Mathematics (MAED) Course Descriptions 166-168
Section Change 14
Semester Credit 16
Senior Citizen Fees (Tuition and Fees) 20
Simpson Library 25
Speaking Intensive Requirement 40
Special Education 101, 107
Special Education (EDSE) Course Descriptions 142-145
Statement of Nondiscrimination 10
Student Academic Progress 40-43
Student Records 16-18
Suspension/Dismissal for Undergraduate Students 42-43

T

Teacher License Renewal Courses 116
Teacher Licensure, Initial 87
Teacher Licensure Programs, Initial 87-100
Teaching English as a Second Language 104-105, 113-114
Teaching English as a Second Language (TESL) Course Descriptions 168-169
Teaching English as a Second Language Graduate Certificate 113-114

Technology Leadership, Instructional 101, 105-106
Technology Proficiency 43-44
TESL 104-105, 113-114
Title II Report for 2006-07 108-109
Testing 26
Track I: The Post-Baccalaureate Initial Teacher Licensure
Program with an M.Ed. Option 87-100
Track II: The M.Ed. for Professional Development or Added Endorsement 100-107
Transcripts (Grading) 37
Transfer Credit (BPS) 55
Transfer Credit Before Matriculation 44
Transfer Credit Following Matriculation 44-45
Tuition, Fees, and Financial Aid 19-22

U

Undergraduate Honors 47-49
Undergraduate Requests for Graduate Courses 14
University Mission Statement 6-7
University of Mary Washington 5-6

V

Verification of Enrollment (Student Records) 18
Veterans Benefits 20
Virginia Community College System (VCCS) 45, 52
Virginia Community College System (VCCS) Articulation Agreement 45
Virginia Military Survivors and Dependents Education Program (VMSDEP) 21

W

Who's Who Among Students in American Universities and Colleges 48-49
Withdrawal, Administrative 14
Withdrawal, Voluntary 14-15
Writing Center 26
Writing Intensive Requirement 46

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PHOTO CREDITS

Doug Buerlein: pages 1, 18, 46, 50, 70, 119, 173
Melina Downs: pages 2, 18, 51, 60, 71, 77, 83, 110
Steve Maylone: pages 2, 4, 171
Karen Pearlman: pages 2, 87, 117

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